

A CASE STUDY COMPARING PARTICIPANTS VS NON-PARTICIPANTS OF THE  
TEXAS 4-H LIVESTOCK AMBASSADOR PROGRAM IN RELATION TO ANIMAL  
SCIENCE KNOWLEDGE, LEADERSHIP, CAREER DEVELOPMENT, AND HIGHER  
EDUCATION KNOWLEDGE GAINED

A Thesis

by

ELIZABETH ANN ISBELL

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Chair of Committee,  
Committee Members,

Jeffrey Ripley  
Scott Cummings  
W. Shawn Ramsey

Head of Department,

Jack Elliot

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## ABSTRACT

Selected former Texas 4-H Livestock Ambassadors as well as former Texas 4-H members that are currently enrolled in Texas A&M University and Texas Tech University participated in an interview to determine the effectiveness of both programs in relation to several specific aspects. Five former ambassadors were selected from each institution, resulting in ten total participants. Just as well, five former 4-H members were selected from each institution resulting in ten total control group participants. The focuses of the study related to the following four criteria: 1) How did the T4HLA Program (or Texas 4-H Program) benefit the participants in terms of college preparation? 2) How did the T4HLA Program (or Texas 4-H Program) prepare the participants for determining a career path within agriculture? 3) How did the T4HLA Program (or Texas 4-H Program) allow you to develop leadership skills? 4) How did the T4HLA Program (or Texas 4-H Program) provide information specifically related to animal science knowledge? The results of the study verified the benefits of the T4HLA Program in relation to the targeted areas of higher education knowledge gained, leadership skills developed, agricultural careers explored, and practical animal science knowledge gained. The benefits of the program ensured that a very practical set of skills were being disseminated to the participants. Just as well, the 4-H member's development in relation to life skills (public speaking, communication, team work, etc.) was magnified during their 4-H membership as well.

## DEDICATION

This thesis is dedicated to my family. Without the love of such a vital support system who believes in me whole heartedly, I would have not been able to complete this degree.

To my mother and father, Dawn and Bryan Brown; words cannot express the gratitude I have towards you both. As I transitioned from one degree to the next, while obtaining a full time job; both of you continued to push me and believe in me like no one ever has. Thank you for setting an example for me and always guiding me in the right direction, so that I can obtain my goals. I will never forget how much you have both sacrificed so that I can lead the life I dream of.

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## DEFINITION OF KEY TERMS

Cooperative Extension Service – Created with the passing of the Smith-Lever Act of 1914, as a division of the United States Department of Agriculture, it is charged with delivering non-biased, and research based information to the public

TAMU- Texas A&M University

Texas 4-H Livestock Ambassador (T4HLA) – A 4-H member that has completed a Texas 4-H Livestock Ambassador Short Course, has profound interest in advanced animal science and is motivated to use knowledge and skills gained to share with novice 4-H livestock families. The 4-H Livestock Ambassador is also charged with advocating for Texas A&M AgriLife Extension, Texas 4-H and Texas animal agriculture.

Texas 4-H Livestock Ambassador Program – The program incorporates the Texas 4-H Livestock Ambassador Short Courses, program management, curriculum development, distance learning, online conferencing, social media, resource development, planning committees, online reporting system, interpretation events and advisory boards.

Texas 4-H Livestock Ambassador Short Course - The three-day short course is an intense introduction to college level animal science curriculum instructed by Texas A&M and Texas Tech University professors, Texas AgriLife Extension specialists, livestock industry leaders and county extension agents.

TTU- Texas Tech University

4-H – A youth organization within the Cooperative Extension Service, which emphasizes uses of the student's Head, Heart, Hands and Health to create better citizens of the future.

4-H Livestock Project – A situation where a student takes ownership of a livestock animal and is responsible for its daily maintenance and care, in preparation for a livestock show.

## CHAPTER I

### INTRODUCTION

#### ***Background Information***

In 2010, approximately 424,549 out of 1,304,927 4-H members participated in a livestock project within the United States (USDA: 4-H reports, 2000). This equates to about 33%, suggesting the livestock project within the National 4-H program is a vital attribute in the interests of the youth members. With this significant interest in the livestock project aspect of the 4-H program in Texas, it becomes a necessity for extension professionals to offer educational programs focusing on animal science/livestock production knowledge, while still upholding the life skills foundation the 4-H program is built upon. The Texas 4-H Livestock Ambassador Program has become an avenue for 4-H youth to become completely submerged in this targeted area of interest while becoming educated in leadership development as well as career and higher education preparation. It is recognized that 4-H programs that are built around a practical, hands-on type of learning prove to be the most beneficial when studying long term impact. By completely indulging in the atmosphere of a higher educational institution, participants of this particular program are given opportunities to gain insight on their futures as undergraduate students and professionals. Although data is collected during the course of the program, it is imperative to study the effects of the program above and beyond the 4-H program post short course to determine the long term impact of the program. This study will look at the impact the T4HLA short course had on former participants in relation to active 4-H members who did not participate in the program and who are currently applying these skills and competencies gained at a higher education institution. The main areas of focus will pertain to

leadership development, career development, higher education preparation, and livestock production knowledge gained.

### ***Purpose and Objectives***

Due to the results from a pre and post self-assessment instrument that was administered to the participants as well as a pre and post exam based on the material, it becomes apparent that the Texas 4-H Livestock Ambassador Program enhances participant's knowledge in relation to livestock production. The use of a post test instrument and reflection survey further suggested that participant's understanding of career development in agriculture was enhanced (Zanolini, 2011). The final two intended benefits: participant's increased understanding of higher education systems and leadership development through livestock projects was assessed utilizing the post test. Once again, all intended benefits and goals of the T4HLA Program proved to be successful. However, all pre and post test instruments were utilized on participants upon completion of the short course. There is currently a need to assess former participants who are currently attending a higher educational institution, more specifically Texas A&M University and Texas Tech University, to determine the long term impacts of the program. The proposed study will examine the following 4 objectives:

1. In what ways did the Texas 4-H Livestock Ambassador Program prepare the participants for college exceeding the preparation disseminated by the 4-H Program in general? Were any contacts that were made during the course of the program utilized when applying for or currently attending the specific institution? Was the acclimation to the classroom eased due to the atmosphere of the short course?

2. Did the Texas 4-H Livestock Ambassador Program expose participants to certain career paths that would have otherwise not been considered? What types of new careers were exposed to participants during the short course? Were any specific passions in relation to career fields revealed due to the T4HLA Program? Did exposure to the career center at a specific university allow the participants to utilize this resource after admissions?
3. What experiences did participants have as a Livestock Ambassador that they could not have received anywhere else? How did being an advocate in the community benefit participants in terms of leadership? Were leadership opportunities presented to participants due the completion of the short course that would have otherwise not been offered?
4. Did the livestock production knowledge gained during the course of the program benefit the participant in current day courses? Did the participant become exposed to any specific material during the short course that swayed decisions in terms of scheduling for semester courses?

### ***Significance of the Study***

The significance of this study relates to the utilization of key components of the T4HLA Program in order to enhance and build upon already established efforts. The results of this study will aid in the determination of areas within the corresponding programs that have been proven to provide a long term impact to its participants. Correlation of these notions in relation to material and skill sets being disseminated should move programs in a positive, progressive manner.

### ***Limitations of the Study***

Possible limitations to the study include the following:

1. Due to the limited number of former Livestock Ambassadors that are currently attending one of the two targeted higher educational institutions, the resulting sample sizes are relatively small. This in turn may prove to be a difficult limitation when finding significant relationships from data and also, sample size may not be representative of entire group in which being generalized.
2. Due to limited resources, time constraints, and scheduling conflicts, the nature of the interview method, phone interviews may serve as a limitation in this study. If face to face interviews could have been conducted, possible questions may have been derived that would have aided in certain focuses of the study.

## CHAPTER II

### LITERATURE REVIEW

#### ***Historical Perspective***

As one of the first youth development organizations in America, the 4-H program has grown to be the largest of its kind. Through practical, hands on learning outside of the classroom, the 4-H program has fulfilled a mission of “helping young people and their families gain the skills they need to be proactive forces in their communities’ and develop ideas for a more innovative economy” (About 4-H, n.d). In the late 1800’s faculty at various public universities suggested that adults within specific agricultural communities were not adapting and changing with the advances in the agricultural/farming industry that were being made by these entities. However, researchers suggest that those who are members of a younger generation (the youth within these communities) possessed a much more open mindset to these new ideas and therefore would experiment with them, and share their success with adults. Because of this, rural youth programs became a priority and a sort of outlet for these farming communities to convey the evolving industry. The concept of these programs utilizing a “hands on,” practical approach stems from the fact that universities strived to connect institutionalized learning with the rural communities. “Building community clubs to help solve these agricultural challenges was a first step toward youth learning more about the industries in their community” (About 4-H, n.d).

The Smith- Lever Act of 1914 passed by the U.S. Congress created the Cooperative Extension System at USDA. This act was introduced by Senator Hoke K. Smith of Georgia and Congressman Asbury F. Lever of South Carolina (Rasmussen,

1989). Kelsey and Hearne (1963) outlined the major provisions of the Smith-Lever Act as follows:

1. State colleges and the U.S.D.A were to establish a cooperative working relationship and joint responsibility for implementing and administering the Cooperative Extension Service.
2. Provisions were to apply only to residents of the state receiving appropriations. Non-residents were to be excluded from benefits.
3. Educational services addressed an unlimited array of subjects. Funds were to be used for giving instruction in agriculture, home economics and related subjects.
4. Educational service was to include demonstration work. The act stated that services should consist of the giving of practical demonstrations.
5. Funding was to be based on the number of rural citizens.

This act also included work of various boys' and girls' clubs involved with agriculture, home economics and related subjects, which effectively nationalized the 4-H organization. "By 1924, these clubs became organized as 4-H clubs, and the clover emblem was adopted" (About 4-H, n.d.).

Today, 4-H serves youth in rural and urban communities in every state across the U.S. Issues such as global food security, changes in climate, childhood obesity, and food safety are all being tackled. Whether it is through after school programs, school enrichment, clubs, or camps; a wide variety of topics are covered. These include but are not limited to "a variety of science, engineering, technology and applied math educational opportunities – from agricultural and animal sciences to rocketry, robotics, environmental protection and computer science – to improve the nation's ability to



compete in key scientific fields and take on the leading challenges of the 21<sup>st</sup> century” (About 4-H, n.d.). The 4-H program is now a globally diverse youth organization that will continue to progress towards growth and development of today’s youth.

One of the most common projects for youth to partake in when becoming members of the 4-H program is the livestock project. Competitively exhibiting livestock projects have been a proven avenue for youth to gain skills related to those established by the 4-H program. A study conducted by Davis, Keith, Williams, and Frazee (2001) suggested that the following benefits were received by those youth that participated in Texas major shows: (a) social relations, (b) character, (c) family, (d) competition, (e) learning new cultures and environments, (f) and helping finance youth’s education. As is apparent, these benefits are similar to those the 4-H program strives to accomplish.

Livestock shows have been around for many, many decades. They range from local shows, to county/regional fairs, to district shows; even state and national shows. One of the oldest fairs in North America is the State Fair of Texas. Since the inception of the Youth Livestock Show, the State Fair of Texas has established deep cultural and educational roots. The fair became a private corporation on January 30, 1886 by a group of Dallas men. Throughout several years, transitioning between multiple locations, details on what the fair would encompass, as well as leadership roles were among many obstacles. Attendance increased from 100,000 during the first year to 300,000 attendees in 1905, to 1 million in 1916. The stock show is currently a 24 day event in which youth from all over the state of Texas can participate in. “Since 1990, they have contributed more than \$15 million to Texas Youth to better educate deserving young students in Texas, placing emphasis on assisting with youth’s educational future

(History of the State Fair of Texas, n.d.). Outside of educational financial security, the 4-H program and livestock shows cater to many long term benefits of its participants.

### ***Impact***

Many studies have been conducted to ensure that the 4-H program is in fact an avenue for youth within specific communities to capture on the life skills administered through its various programs. A study by Fox, Schroeder, and Lodl (2003) investigated the impact of the 4-H program from the perspective of 4-H alumni in Nebraska utilizing a mixed-method survey and focusing on the life skills gained. The quantitative aspect of the study showed that within the top 10 life skills developed through the 4-H program, responsibility ranks number 1 with 58.8% stating it was the primary influence down to the willingness to try new things at 43.8%. Other top ten developed skills included product production skills, ability to handle competition, ability to meet new people, working as a family, leadership, project skills, sportsmanship, presentation skills, and self confidence. Qualitatively speaking, 85% of alumni suggested that the other leadership skills they developed through the program was the primary influence in their lives, 66.7% suggested the primary influence was on technical life skills and communication skills development, and 60% was in personal and relationship skill development. With this being said, the 4-H program proved to be beneficial in creating capable, competent adults. But, what type of specific programs assisted with such positive responses?

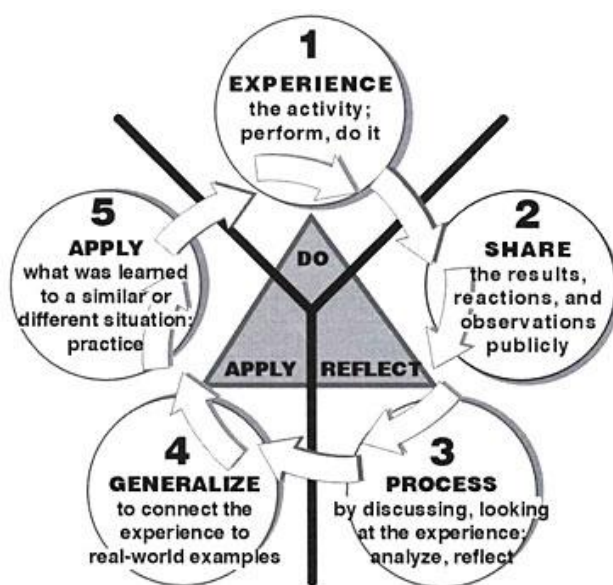
Another study evaluating Pennsylvania 4-H alumni conducted by Radhakrishna and Sinasky (2005) revealed that the 4-H program had nothing but positive impacts on the participants. A mail survey was used on 168 former 4-H members to determine what specific variables currently influences their lives the most in terms of personal

growth and development. Utilizing a five point scale that ranged from “not at all useful” to “very useful” the usefulness of the projects were determined, with projects they worked on and people they worked with being the most useful. Past this, participants were asked to rank on a scale from 1-5 (never to very often” the challenges they faced within the 4-H program. Receiving help and support from home ranked among the highest of these. However, the “meat” of this research and more importantly, what better pertains to this study is the “Benefits of 4-H Participation” and the experiences that equated these numbers. A scale ranging from not beneficial at all (1) to very beneficial (7) was used to determine which experiences contributed to their success throughout the program. 77% of all participants suggested that 4-H participation was “very beneficial” with only 1 % suggested it was “not at all beneficial.” The remainder of the 22% suggested the 4-H program was “often beneficial” and “somewhat beneficial” (Radhakrishna & Sinasky, 2005). This just further solidifies the impact of the 4-H program on current and former members. It seems as if the measurement of the impact of the 4-H program would be something challenging to immediately evaluate and determine. However, by utilizing former members, who are applying these skills and assets on a daily basis, we can further determine the true value behind the program.

### ***Learning Styles***

A study conducted by a North Carolina extension specialist proved that “Learning opportunities providing a chance to “do” or experience the educational input, result in higher learning gains and retention” (Richardson, 1994). This type of learning, commonly known as experiential learning is what the 4-H program is essentially build upon. From livestock projects to even non-livestock related projects to teams that require training and coaching, experiential learning becomes an experience for 4-H

members in which they can utilize what they are being taught and apply it to a real life scenario. The 4-H program states that 4-H members “learn by doing.” This “slogan” is catered to this specific type of learning. The figure below depicts the model as catered to the 4-H program.



*Figure 1. The National 4-H Experiential Learning Model (Diem, 2001)*

For example, if a 4-H member raises a livestock project, they “experience” the activity by partaking in everyday responsibilities in relation to taking care of that project. By “sharing” the results and reactions, they exhibit their project in front of a judge or multiple judges and a reflection of their hard work and dedication is awarded. Once this takes place, the 4-H member can take the constructive criticism given by the judge and strive to accomplish a newly set goal with their project; this would be the processing aspect of the model. As mentioned previously, some important life skills gained from the livestock project is social relations, character, learning new cultures, and a sense of

competition (Davis, Keith, Williams, & Frazee, 2001). All of these traits can be generalized and applied to any scenario the youth are faced with.

A study conducted by a Wisconsin professor studied how current undergraduate students perceived learning in the 21<sup>st</sup> century. A series of questions were asked and revealed that of the students who participated in the study, 42% suggested that millennials learn best through peer guidance (Wisniewski, 2010). The students who complete the T4HLA short course and fulfill the requirements demanding on them to becoming a Texas 4-H Livestock Ambassador are required to reach out and mentor other livestock project exhibitors within their communities to pass on their knowledge of the industry. Taking into consideration that one of the most pressing issues facing the United States and its youth serving organizations today is how to best facilitate the development of our youth through positive leadership knowledge, attitudes, skills, and aspirations; we must realize that preparing today's youth for their roles as tomorrow's leaders is not only a challenge, but a detriment (Cox, 1996).

### ***T4HLA Background***

One of these extensive, hands on programs, the Texas 4-H Livestock Ambassador program possesses intentions of investing a significant amount of educational resources into a select group of 4-H youth through a comprehensive short course. The short course provides the participants with specific information on advanced animal breeding and genetics, anatomy and physiology, ruminant nutrition, swine, sheep, goat, and beef production, livestock project management, animal agriculture advocacy, and agricultural career development (Zanolini, 2011).

In 2008, the 1<sup>st</sup> annual Texas 4-H Livestock Ambassador Short Course took place in Navasota, TX as a multi county effort. Specific criterion was catered to and 25

applicants were selected to participate based on age, interest in the study of animal science, and leadership qualities demonstrated by local County Extension Agents involved with the 4-H program. After completing the short course, a basic customer satisfaction survey revealed that the course impacts their “1) understanding of college level curriculum, 2) advanced livestock production knowledge, 3) leadership development, and 4) youth mentorship” (Zanolini, 2011). However, validation of these findings were needed, therefore a systematic approach deemed necessary. With that being said, the participants became a part of a focus group in which they were interviewed to determine the perception of the impact the short course had on the 4-H members. Qualitative data was categorized and coded to outline themes and meanings. From this, findings suggested that the short course “a) provided youth with a new found ability or qualification to help others, b) extrapolated sentiment from teens/peers that their involvement in educational events is important and essential to the success of the 4-H livestock project, c) facilitated a better understanding of his/her career goals, d) motivated the senior 4-H youth to apply knowledge and skills through teaching and provide leadership to the novice livestock exhibitor, and e) delivered insight on what the higher education requires for acceptance and student responsibility” (Zanolini, 2011). This pilot study allowed the researcher to establish future research objectives for the program.

In 2010, local County Extension agents along with selection committees that were established at both Texas A&M University and Texas Tech University selected the participants for the short course. This course utilized the knowledge of extension specialists, university professors, veterinarians, elected officials, livestock show personnel, and other industry leaders. The intense schedule and exams mirrored the

participant's intended collegiate lives. A take home exam was administered demonstrating the material learned over the 3 day course. Participants who completed the exam and returned it, scoring a minimum of 80% were officially declared a 2010-2011 T4HLA. Another addition was the requirement of providing 30 hours of community service; the T4HLA staff remained in stiff contact with the students to ensure all expectations were being met. A pre and post test administered prior to day 1 of the short course and upon completion of the course evaluated knowledge gained in relation to the advanced animal science curriculum that was taught. Another survey instrument used determined the participants overall experience in the Texas 4-H livestock project in relevance to the T4HLA short course. And finally a follow up survey was administered to determine progress made by the students.

A substantial increase in test scores, correlating to an increase in knowledge was determined from the pre and post tests, suggesting livestock production knowledge was gained; program target area 1. Also, the post test results decided that the statement with the highest level of agreement was "The livestock showing experience will benefit me not matter what career I choose." Just as well, the reflection survey administered one year post program demonstrated that career influence and networking increased substantially; program target area 2. Remembering another objective was to increase understanding of higher education, the statement with the highest level of agreement via reflective survey was "The program allowed me to meet with university professionals and make valuable contacts for the future." Also, the post test construct mean score and the reflection survey mean score "yielded high level of agreement for the impact of the T4HLA Program on the development of increased understanding of higher education" (Zanolini, 2011). Finally, the last program target area was leadership

development. The mentorship aspect of the requirements for the T4HLA proved in the post test to have increased the student's leadership skills. The most agreed with statement was "The 4-H program has prepared me to assist others with livestock projects." It becomes apparent that this extensive short course program meets all intended objectives in regards to livestock production knowledge gained, career development in agriculture, understanding on higher education, and increased leadership development skills.

It can be assumed that due to technological advancements, socializing mechanisms, and many other physiological differences, different generations are obviously different in terms of learning styles and habits. The students participating in the T4HLA program ranged from 14-19 years of age, classifying them as a member of the millennial generation; which is considered any person that was born between the years of 1982 and the early 2000's. It has been decided that within this generation's learning habits, there is a paradigm that has proven to be the most prominent in terms of effective teaching; the constructivists paradigm (Apps, 1973). The constructivists approach states that active learning is the most meaningful and relevant approach when "teaching" this specific age group. The educator or researcher, therefore, needs to build upon students' existing knowledge and prior experience to further stimulate gain (Apps, 1973). The participants that are selected to complete the T4HLA short course, as mentioned previously, are selected on specific criteria that are perceived by relevant leaders in their communities (county extension agents with 4-H relevance, professors at specific universities, etc.). Because of this, it can be assumed that these students have prior experience and knowledge within the livestock industry, more specifically the livestock project, as well as leadership experience, and a driven mindset to achieve a



degree in a higher education institute and ultimately a career. The effective teaching methods of the short course have proven success; by allowing leading industry professionals, university personnel, veterinarians, etc. to educate the participants on relevant material. Although this method is proven to effectively disseminate information throughout the entirety of the short course, we must keep in mind that the outreach required for the students must demonstrate that peer mentoring is just an effective learning mechanism as well.

### ***Career Development***

The 4-H program has built a foundation on allowing youth the opportunities to explore multiple facets of specific careers in which they may be interested. The expansion of this targeted goal of the 4-H program dates back to the 1960s when it was recognized that the 4-H program provided a wider opportunity for career exploration than normally possible within the home or school (Tyler, 1961). A study conducted by Rockwell, Stohler, and Rudman studied former 4-H members that had been out of the program for a minimum of 10 years and a maximum of 20 years. The study looked at how the 4-H program assisted the adults with selected a career post program. A mail questionnaire utilizing the likert scale was disseminated to all participants asking how they felt the 4-H experience contributed to their selection of an advanced education and/or a career. A total of 488 questionnaires were mailed to 6 counties in Nebraska using a stratified random sampling technique, and a total of 318 surveys were returned. Of those that responded, 52% suggested the 4-H program influenced their career selection, 44% suggested that the 4-H provided them with an area of advanced study to pursue, and 40% influenced their first occupation. "In the past, 4-H activities have provided opportunities for career selection and have been helpful as individuals

assumed their adulthood roles” (Rockwell, Stohler, & Rudman, 1984). This study suggests that the 4-H program truly does have a long term impact on its former members. Taking into consideration that one of the four intended benefits of the T4HLA Program is to “increase career development”(Zanolini, 2011), this study will look at how the T4HLA Program goes above and beyond the 4-H in general to capitalize on opening new doors for the ambassadors in terms of career development.

### ***College Preparation***

In today’s society, a college diploma is necessary to enter the work force and be competitive on the job market. The 4-H program provides many avenues of educational experiences and opportunities for youth to become involved and become prepared for college. However, when discussing how these programs “prepare” the 4-H members for college, we must look at several aspects including but not limited to: acclimation to the classroom, professional contacts made, adjustment to working with others in a similar atmosphere, etc. The T4HLA Program targets college preparation. As one of the four intended benefits of the program, it relies heavily on allowing institution faculty and staff members that potential students could possibly come in contact with at a later date to disseminate information to the ambassadors. By holding short courses at the universities, the participants get a “feel” as to what atmosphere of college is like. Being completely immersed in college material and lectures is another source of comparison. This study will aid in determining if, post program, these specifics helped the transition from high school to college.

### ***Leadership Development***

Acquiring leadership skills at a young age is something that will prove to be beneficial when entering into a higher educational institution or the work force. The 4-H

program captures on utilizing every opportunity possible to train and build good leaders within the program, whether it is by allowing participants to serve as club or community officers, or servings as a volunteer coordinator and leading a specific group of individuals. A study conducted by Radhakrishna and Ewing (2011) study the similarities between volunteer competencies and the skills being administered to 4-H youth. The study used a descriptive- correlation design and a random sample of 378 Pennsylvania 4-H volunteers were chosen. A mail survey was disseminated containing several sections of focus; statements relative to youth life skills and leadership competencies. The results depicted a high correlation between leadership skills the volunteers possessed and skills the 4-H members are being taught through programming efforts. Another targeted area of benefit for the T4HLA Program is “increased leadership development” (Zanolini, 2011). This study will look at how the T4HLA Program utilizes a peer mentoring method to capture on leadership within communities and animal advocacy.

### ***Practical Knowledge***

The participation in an animal science project within the 4-H program has been proven to” increase the development of valuable skills for living” (Ward, 1996). The most recognized animal science project is the livestock project. The 4-H program is built on the foundation of “learning by doing,” therefore it is important that livestock project participants are supplied with ample opportunities to explore facets of their project outside of the show barn. “This has seeded the need for educational quiz bowls, skill-a-thons, veterinary science, method demonstrations, animal science workshops and livestock project clinics” (Zanolini, 2011). Through these programs, 4-H members interested in the study of animal science are able to advance their skills in

these targeted areas. However, in preparation for a higher educational experience, a need for a more intense educational opportunity arises. The T4HLA provides this advanced level of animal science and livestock production knowledge. This study will demonstrate the effectiveness of this program in relation to additional and advanced animal science knowledge gained.

### CHAPTER III

#### METHODOLOGY

The study was qualitative in nature and therefore, the researcher conducted phone interviews with selected participants at Texas A&M University and Texas Tech University. Interviews lasted approximately 45 minutes in length and targeted specific objectives within the study. Researcher catered interview questions to targeted audience (treatment group versus control group). Upon the conclusion of the interviews for both locations, researcher reviewed all responses and specific themes and patterns were identified and categorized.

#### ***Target Audience***

The sample was comprised of a representative group of students from each university in which a short course was held (Texas A&M University and Texas Tech University). Committee members and faculty from both locations assisted the researcher in “matching” subjects based on specific criteria. Given the nature of this specific study it was suggested that a non-probability sample type be used (Merriam, 2009). Merriam stated that “LeCompte and Preissle prefer the term criterion-based selection to the terms purposive or purposeful sampling” (p. 77). The term criterion-based selection had favor in this study as the definition more closely followed the objectives previously set (Zanolini, 2011). Lecompte and Preissle (1993) stated that the researcher may “create a list of attributes essential” to address the research problem and then the researcher is able to “proceed to find or locate a unit matching the list” (p. 70). Once the treatment group subjects were selected, committee members serving as interview coordinators matched the control group based on the specific selection based

criterion. The criteria were: (a) Both subjects must be of the same gender, (b) both subjects must be of the same grade classification, (c) both subjects must have the same major of study. Each location hosted a treatment group and a control group, for a total of 10 interviewees per location, 20 interviewees collectively. The treatment group at each institution consisted of 5 currently enrolled students who participated in and completed the T4HLA Program. The control group at each institution consisted of 5 currently enrolled students who *did not* participate in or complete the T4HLA Program, but who were actively involved in the 4-H program before completion of high school. This allowed the researcher to determine effectiveness of the T4HLA Program beyond the 4-H program. Researcher ensured that the subjects in both the treatment group and control group matched in the areas of the following criteria: gender, grade classification, and major study. This assisted in eliminating any bias in relation to gender, grade classification, or knowledge gained due to studies. Table 1 shows interviewee numbers from both groups from both institutions:

*Table 1: Breakdown of Study Participants (categorized) at Both Interview Locations*

	Short Course Participants (Treatment)	Former 4-H Member (Control)
Texas A&M University	5	5
Texas Tech University	5	5

### ***Interview Protocol***

Once the students were matched in these regards, it became much easier to evaluate the responses given by each individual in relation to the focus areas of the study. The questions were grouped together in terms of which aspect they pertained to. The interview protocol was as follows:

1. In what ways did the Texas 4-H Livestock Ambassador Program (*or 4-H program in general*) prepare you for college exceeding the preparation disseminated by the 4-H Program in general? Were any contacts that were made during the course of the program utilized when applying for or currently attending the specific institution? Was the acclimation to the classroom eased due to the atmosphere of the short course (*or your 4-H participation*)?
2. Did the Texas 4-H Livestock Ambassador Program (*4-H program*) expose you to certain career paths that would have otherwise not been considered? What types of new careers were exposed to you during the short course (*as a result of your 4-H participation*)? Were any specific passions in relation to career fields revealed due to the T4HLA Program (*4-H program*)? Did exposure to the career center at a specific university allow you to utilize this resource after admissions?
3. What experiences did you have as a Livestock Ambassador (*4-H member*) that you could not have received anywhere else? How did being an advocate in the community benefit you in terms of leadership? Were leadership opportunities presented to you due the completion of the short course (*or your 4-H participation*) that would have otherwise not been offered?
4. Did the livestock production knowledge gained during the course of the program (*your 4-H participation*) benefit you in current day University courses? Did you become exposed to any specific material during the short course (*4-H program*) that swayed decisions in terms of scheduling for semester courses?

After completing the interviews with the participants at each location, the researcher then examined responses to categorize and group together common themes. The responses were examined in terms of the T4HLA group as a whole (both

universities) and all members of the control group (former 4-H members) as a whole (both universities).

### ***Data Analysis***

All qualitative data was analyzed by researcher. Specific themes and patterns relevant to the study were identified and coded to establish meanings and themes as suggested by (Creswell, 2002). Themes in relation to the intended benefits of the T4HLA Program and how these aspects have impacted specific aspects of the subject's lives post program.

### ***Implications of the Study***

Based on the findings of the research, the researcher hopes that coordinators of the Texas 4-H Livestock Ambassador Program will utilize the information to do the following:

1. Exhaust every avenue of resources within short course locations to ensure participants are making contacts that will aid in success post high school.
2. Expose participants to animal science course material otherwise not accessible, and administer information mimicking that of courses held at both institutions.
3. Incorporate new leadership opportunities that ensure participants are advocating for agriculture.
4. Introduce careers in agriculture that may spark interest for ambassadors, otherwise not exposed to.
5. Ensure all experiences are unique to the T4HLA Program; outside of 4-H normality.



## CHAPTER IV

### FINDINGS AND DISCUSSION

The purpose of this study was to investigate the success and applicable use of the material presented within the Texas 4-H Livestock Ambassador Program exceeding the Texas 4-H Program in relation to career development, college preparation, leadership development, and practical knowledge gained for current college students. Because of this, it was imperative that the participants selected to partake in the study matched in terms of specific demographics; classification, major, and gender at each university (Texas Tech University and Texas A&M University).

#### ***Demographics of Participants***

Each Livestock Ambassador as well as each member of the Control Group was given a specific identification for confidentiality purposes. The included demographics of those participants are listed below in Table 2:

*Table 2: Demographics of Participants*

	<u>Identification</u>	<u>Gender</u>	<u>Classification</u>	<u>Major</u>
<u>TAMU Students:</u>				
	TAMU-LA-1	Female	Senior	ANSC
	TAMU-LA-2	Female	Junior	ANSC
	TAMU-LA-3	Female	Freshman	AGECO
	TAMU-LA-4	Male	Sophomore	ANSC
	TAMU-LA-5	Female	Sophomore	ANSC
	TAMU-MATCH-1	Female	Freshman	AGECO

Table 2 Continued

<u>Identification</u>	<u>Gender</u>	<u>Classification</u>	<u>Major</u>
TAMU-MATCH-2	Female	Sophomore	ANSC
TAMU-MATCH-3	Female	Junior	ANSC
<u>Identification</u>	<u>Gender</u>	<u>Classification</u>	<u>Major</u>
TAMU-MATCH-4	Male	Sophomore	ANSC
TAMU-MATCH-5	Female	Senior	ANSC

TTU Students:

TTU-LA-1	Male	Sophomore	ANSC
TTU-LA-2	Male	Freshman	AGECO
TTU-LA-3	Male	Sophomore	ANSC
TTU-LA-4	Female	Freshman	ANSC
TTU-LA-5	Male	Freshman	ANSC
TTU-MATCH-1	Male	Sophomore	ANSC
TTU-MATCH-2	Male	Freshman	AGECO
TTU-MATCH-3	Male	Freshman	ANSC
TTU-MATCH-4	Female	Freshman	ANSC
TTU-MATCH-5	Male	Sophomore	ANSC

***Reflection of Interviews***

*College Preparation*

The first grouping of questions pertained to how the T4HLA Program and the Texas 4-H Program prepared the students for their college careers. The first question in relation to this objective was- 1) In what ways did the Texas 4-H Livestock Ambassador Program (or 4-H Program in general) prepare you for college exceeding the preparation disseminated by the 4-H Program in general?

The former Livestock Ambassadors group's responses were examined first. Five out of the ten participants responded by stating that the advanced material taught at the short course gave them a foundation of knowledge for their current courses. TAMU-LA-3 stated "Going into the short course, my knowledge was limited to cattle because that is what I grew up around, the short course made me a more well-rounded individual in terms of livestock; which we all know is important in this field." Three out of the ten participants discussed the benefits of making contacts within the program that benefitted them in some aspect. TTU-LA-5 stated that "The short course provided me with contacts at TTU which in turn made the transition much easier!" Four out of the ten participants stated that the program helped them decide which college to attend and which degree path to choose. TAMU-LA-5 stated that "The T4HLA Program definitely solidified my decisions in terms of college choice and degree interests. The short course was way more intensive than normal programs that I was involved in and that coupled with the credibility of the professors definitely helped prepare me for college." Also, four participants mentioned that the program gave them insight on a college classroom setting. Other common responses were learning how to listen intently and learning how to take notes. TAMU-LA-2 suggested that "The atmosphere of the short course definitely had an impact in preparing me for college. Being in a classroom setting with actual instructors going through a 50 minute lecture was definitely a reality check. Having to listen intently, take notes, and possibly a pop quiz really outlined the difference between high school and college."

The former 4-H member's (control group) responses resulted in four out of ten participants stating that the Texas 4-H Program allowed them to capitalize on their public speaking skills. TTU-MATCH-3 stated "The 4-H prepared me for college in terms

of advancing my public speaking skills in general and allowing me to be confident outside of my comfort zone.” Furthermore, four participants suggested the contacts they made throughout their 4-H membership benefitted them. TAMU-MATCH-5 says that “The leadership aspect of 4-H helped prepare me for college. Also, a huge part of my involvement with 4-H allowed me to make contacts with people in the industry that are a part of my educational experience.” Three participants responded by saying their communication skills increased. For example TTU-MATCH-5 says that “4-H helped me with my communication skills. Before 4-H, I was very shy and was always nervous about speaking in front of a large group. That is a big part of being in college.” Other common responses were increased knowledge of teamwork, leadership, and responsibility.

*Table 3: Comparison of Ambassadors vs. 4-H Members in Relation to Preparation for College (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassador</u>	<u>Control</u>
Contacts	3	4
Advanced Material	5	0
Classroom Setting	2	0
Listen Intently	2	0
Note Taking	2	0
College Choice	2	0
Degree Path	2	0

Table 3 Continued

<u>Theme</u>	<u>Ambassador</u>	<u>Control</u>
Classroom Time	2	0
Public Speaking	0	4
Teamwork	0	2
Communication Skills	0	3
Leadership	0	2
People Skills	0	2
Responsibility	0	2

It can be derived from Table 3 that the former Livestock Ambassadors gained a skill set specifically related to the environment and material conducted in the short course and throughout the ambassador program. Just as well, the former 4-H members developed more of a life skill set as a result of participating in the 4-H Program.

The second question in relation to college preparation was- 2) Were any contacts that you made during the course of the T4HLA program (or 4-H Program) utilized when applying for or while currently attending the specific institution?

The former Livestock Ambassador group's responses were examined first. Eight out of the ten respondents suggested that their academic advisors at the corresponding colleges were contacts that they made throughout their ambassador experience, and three stated that their current professors are previous contacts. TTU-LA-1 says, "I made several contacts during the short course that I am still actively in contact with; several of my current professors and both of my academic advisors; definitely one of the most

beneficial aspects of the program.” Finally, two have met employers throughout their program.

The former 4-H member’s (control group) responses resulted in three out of ten suggesting they met their current professors through the Texas 4-H Program and two stating that academic advisors were former contacts. TAMU-MATCH-5 said “Definitely, several professors and academic advisors that I met prior to college in the 4-H program are helping me prepare to apply for graduate school. This was the part of my 4-H experience that I valued the most.” Two said that they made no contacts throughout their time as 4-H members that have benefitted them currently, or that they still keep in contact with. TAMU-MATCH-1 stated “I did not keep in contact with any specific connections I made throughout my 4-H career when it came to applying for college or currently because they were more geared towards animal science and I knew I would be in the Agricultural Economics Department.” Another common response was that the participant’s extension agents played a role in their success.

*Table 4: Comparison of Ambassadors vs. 4-H Members in Relation to Contacts Made During Corresponding Programs (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassador</u>	<u>Control</u>
Academic Advisor	8	2
Professor	3	3
Employment Professionals	2	0
No Contacts	0	2
Extension Agent	0	2

It is obvious from Table 4 that both groups made contacts throughout their programs that benefitted them in terms of applying for or while currently attending their

university of choice. Both groups have seemed to utilize these contacts in relatively the same ways. It is proven that most of the individual's academic advisors and professors were contacts made through each program. Just as well, some differences may be that 2 out of the 10 livestock ambassadors received employment due to a contact they made within the T4HLA Program.

The third question in relation to college preparation was- 3) Was the acclimation to the classroom eased due to the atmosphere of the short course (or your 4-H participation)?

The former Livestock Ambassador group's responses were examined first. Four out of the 10 participants in this category suggested that because of the knowledge they gained during the short course, the intensity of the program in relation to paying attention, and the elaborate note taking required; the acclimation to the classroom was eased. TTU-LA-2 said that the "Acclimation to the classroom was definitely eased in the sense that it taught me how to pay attention for long periods of time and the importance of note taking." Another common response was the pace of the short course in relation to the pace of a college environment helped the acclimation as well. For example, TAMU-LA-2 said that the "Acclimation to the college classroom was most definitely eased. As I mentioned, understanding the pace of a college classroom and building those connections and relationships with faculty at TAMU has definitely benefitted me now that I am in college."

The former 4-H member's (control group) responses resulted in three out of the ten members suggesting that by becoming more outgoing through 4-H and participating in public speaking events, the acclimation to the college classroom was eased. TTU-MATCH-1 stated that the "4-H definitely eased the acclimation to the college classroom

from high school. It allowed me to more easily interact with others and it made me more outgoing which in turn has helped me give presentations.” Another popular response was that their leadership experiences assisted with the ease; and some stated that the 4-H Program did not assist with the transition into the classroom at all. TAMU-MATCH-1 suggested that “The 4-H did not really ease the transition into a college classroom. I was never really put into a large classroom setting or was taught to take notes at a fast pace like I do in my current college courses.”

*Table 5: Comparison of Ambassadors vs. 4-H Members in Relation to Acclamation to the College Classroom (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
Academic Advisor	8	2
Professor	3	3
Employment Professionals	2	0
No Contacts	0	2
Extension Agent	0	2

Just like with previous questions, Table 5 demonstrates that both groups have seemed to benefit from their respective programs in relation to transitioning from high school to a college environment. However, a more practical set of skills were disseminated to the former Livestock Ambassador and skills relating more to leadership and personal development assisted the former 4-H members in their transition.

#### *Career Development*

The second grouping of questions pertained to how the T4HLA Program and the Texas 4-H Program developed the participant’s understanding of and influence in relation to specific agricultural careers. The first question in relation to this objective



was- 1) Did the Texas 4-H Livestock Ambassador Program (*4-H program*) expose you to certain career paths that would have otherwise not been considered?

The former Livestock Ambassadors group's responses were examined first. There was only one common theme resulting from this question. Five out of the ten participants suggested that there were no new career paths that were exposed to them that they considered as potentials, not previously considered. TTU-LA-3 stated that "No specific new careers were exposed during the short course. I came from a pretty extensive agricultural background, so a lot of the careers related to agriculture I was familiar with." This seemed to be the case with many of the respondents.

The former 4-H member's (control group) responses resulted in four out of the ten participants, once again, were not exposed to any new career paths that they did not previously know about. TTU-MATCH-1 suggested a statement very similar to that of TTU-LA-3. TTU-MATCH 1 stated that "I would not say that I necessarily learned about any new career paths through 4-H. I had a pretty extensive agricultural background." However, three out of the ten former 4-H members said that they learned a lot about working for extension and what being an extension professional entailed. For example, TTU-MATCH-4 said "I always wanted to go into the medical field because I love helping others, but 4-H influenced me to be an extension agent. I have developed a passion for extension education and what it does for others. It has also taught me that with my learned skill set I can be successful in any career path that I choose."

*Table 6: Comparison of Ambassadors vs. 4-H Members in Relation to Agricultural Career Knowledge Expansion (All response numbers are out of 10)*

<i>Theme</i>	<i>Ambassadors</i>	<i>Control</i>
No New Career Paths	5	4
Extension Professionals	0	3

Table 6 shows that the majority of the participants stated they did not become exposed to any new career paths in relation to the agricultural industry can be seen as a downfall. Granted, the majority of the participants come from an agriculturally based background, therefore a large bulk of the exposed careers were already known.

The second question in relation to this objective was- 2) What types of new careers were exposed to you during the short course (*as a result of your 4-H participation*)?

The former Livestock Ambassadors group's responses were examined first. Three out of the ten participants suggested that careers in relation to youth development and extension were exposed to them during the short course. TAMU-LA-5 stated "Like I said, I have always been interested in pre-veterinarian studies, but I learned a lot about other careers, more specifically extension." Just as well, three out of the ten participants suggested that research based (many different aspects) were exposed to them during the short course. TTU-LA-5 said "Some new careers I was exposed to that stick out in my mind are those related to bacterial research." Other common responses were graduate school opportunities and employment regarding animal nutrition.

The former 4-H member's (control group) responses resulted in two of the ten respondents suggesting that careers relating to livestock shows were exposed to them during their 4-H membership. TAMU-MATCH-5 suggested "I want to be a livestock director at a major stock show; this is a career my 4-H participation targeted." Just as well, two of the ten participants stated that marketing opportunities in regards to career opportunities were revealed to them during their time as 4-H members. TAMU-MATCH-

2 said that “Marketing and public relations for agricultural companies were new areas within the industry that I learned about through my 4-H experience.”

*Table 7: Comparison of Ambassadors vs. 4-H Members in Relation to Specific Career Exposures (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
Graduate School	2	0
Animal Nutrition	2	0
Youth Development	3	0
No New Careers	3	0
Research	3	0
Livestock Shows	0	2
Marketing	0	2

Judging by Table 7, although both programs have exposed it's participants to new career avenues, it is apparent that both are very different in their approach. The participants involved in the T4HLA Program were exposed to careers that entailed an advanced degree and research, whereas the former 4-H members were restricted to careers involving livestock shows; a much more limited knowledge base.

The third question in relation to this objective was- 3) Were any specific passions in relation to career fields revealed due to the T4HLA Program (*4-H program*)?

The former Livestock Ambassadors group's responses were examined first. Two of the ten respondents said that animal nutrition interests and agricultural advocacy passions were derived from their involvement in the T4HLA Program. TAMU-LA-4 said that “The workshop that dealt with the canulation of cattle showed me that I was really interested in animal nutrition. A lot of the material was interesting because it expanded on my knowledge of livestock in general (other species). Just as well, TTU-LA-4 stated

“I realized that I want to be in a career field in which I can utilize my public speaking skills and my passion to advocate for agriculture.”

The former 4-H member’s (control group) responses resulted in four out of the ten participants suggesting that there were no new passions derived from their 4-H experience in relation to career fields. For example, TAMU-MATCH-5 stated that “I always knew I wanted to be involved with the agricultural industry. So, this was not a passion 4-H drew from me because I was born into an agricultural based family.”

*Table 8: Comparison of Ambassadors vs. 4-H Members in Relation to Passions Derived from Programs (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
No Passions	2	4
Animal Nutrition	2	0
Advocacy	2	0

It can be assumed from Table 8 that the 4-H Program may need to target more specific interests of its members in order to ensure that every aspect of their passions are derived from its efforts. The efforts of the T4HLA Program are proven to spark particular interests within its participants in relation to agriculture.

The fourth question in relation to this objective was- 4) Did exposure to the career center at a specific university allow you to utilize this resource after admissions?

The former Livestock Ambassadors group’s responses were examined first. The responses to this question were completely split. Fifty percent of the participants suggested that they have not utilized the career center at their corresponding university, and the other half has in fact utilized this resource. TAMU-LA-5 said “A representative from the career center spoke in one of my courses. I will utilize the center closer to

graduation, I haven't used them yet." Just as well, TAMU-LA-4 suggested "I have used the career center a lot! For resume critiquing, internship and job applications, and mock interviews. It was very helpful."

The former 4-H member's (control group) responses resulted in six of the ten stating they have not used the career center and the remainder of the group suggested they have used this resource in some fashion. TAMU-MATCH- 1 stated "I have not been exposed to the career center at TAMU yet, however whenever I go to apply for an internship, I plan on using them to help me with my resume and interviewing skills." TTU-MATCH-3 said "Yes, we used the career center in one of my agricultural education courses, it was very useful."

*Table 9: Comparison of Ambassadors vs. 4-H Members in Relation to Career Center Utilization (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
No	5	6
Yes	5	4

It is obvious when looking at Table 9 that exposure to the career center did not make a huge impact on any particular group of participants.

#### *Leadership Development*

The third grouping of questions pertained to how the T4HLA Program and the Texas 4-H Program developed participant's leadership skills. The first question in relation to this objective was- 1) What experiences did you have as a Livestock Ambassador (or 4-H member) that you could not have received anywhere else?

The former Livestock Ambassadors group's responses were examined first. Three of the ten participants said that the gaining of practical, hands on knowledge was

an experience they could not have received anywhere else. TTU-LA-2 suggested that “All of the experiences that I gained from being an ambassador were very different than the normal 4-H activities. It was seen as an honor to be accepted in. Therefore everything we did was a unique experience. I gained a lot of practical knowledge.” Just as well, three of the ten said that they received many opportunities to give educational presentations to their peers and/or other youth in their communities. TAMU-LA-5 said “There were two others that participated from my county the year I became an ambassador. After completion of the short course we were asked to help lead a lot of educational programs, more so than other leaders in 4-H. We did power points on Quality Assurance and I do not think we would have had these opportunities otherwise.” Other common responses were more out of county opportunities, public speaking opportunities, and making contacts through the program.

The former 4-H member’s (control group) responses resulted in nine of the ten members realizing their opportunities to hold officer positions at a higher level would be limited without the 4-H Program. TTU-MATCH-3 said “Being state council president is an experience I would have never received in any other organization. I have had the opportunity to lead many groups.” Half of the participants stated that their leadership opportunities would be compromised if not for the 4-H Program as well as their ability to compete in specific events. TTU-MATCH-4 stated “Being a teen leader for food and nutrition, shooting sports, and livestock projects as well as being a coach for several other teams, I have become a well rounded individual because of 4-H.” Making contacts and advocacy are other common themes found in this specific question.

*Table 10: Comparison of Ambassadors vs. 4-H Members in Relation to Unique Experiences (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
Out of County Work	2	0
Educational Presentations	3	0
Practical Knowledge	3	0
Contacts	2	2
Public Speaking	2	0
Leadership	0	5
Officer Position	0	9
Advocacy	0	2
Competition in Events	0	5

As assumed, according to Table 10, although many different leadership experiences were presented to each group that they otherwise would not have received, both sets of responses were very different. The former ambassadors were given the opportunity to have practical, hands on opportunities whereas the control group developed many leadership skills.

The second question in relation to this objective was- 2) How did being an advocate in the community benefit you in terms of leadership?

The former Livestock Ambassadors group's responses were examined first. Five of the ten ambassadors suggested that being an advocate in their community benefited them in terms of leadership and advocacy. For example, TTU-LA-2 said that "Being an advocate in my community taught me how to be a better leader in general. After the short course I gained a new perspective on things I participated in such as sports. It

helped me advocate for agriculture, become a better worker, and a better learner.” Just as well, four of the ten participants said that their public speaking skills became more advanced and they made more contacts by being advocates. TAMU-LA-5 suggested “I was definitely more respected having the T4HLA Program on my resume. I received more leadership opportunities because of this. So, even though I did not gain a ton of leadership skills specifically during my 3 day short course, the program definitely in directly benefitted my leadership skills within my community. Although I have always felt comfortable speaking in front of people, the program gave me more knowledge about the industry and in turn, made me more confident in advocating. I become more relaxed and less rehearsed.”

The former 4-H member’s (control group) responses resulted in five of the ten 4-H members realizing their public speaking skills were advanced due to their advocating efforts within their communities. TAMU-MATCH-1 said that by “Being an advocate in my community helped me speak comfortably in front of other people and get out of my comfort zone.” Advocacy was another common thing resulting in four of the ten responses. TTU-MATCH-5 said “In my community, I advocated for not only agriculture, but the 4-H program as well to increase enrollment numbers. It also allowed me to partake in many community service opportunities.” Other common responses were community service opportunities and the ability to work with others.



*Table 11: Comparison of Ambassadors vs. 4-H Members in Relation to Advocacy Benefits (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
Public Speaking	4	5
Advocacy	4	4
Leadership	5	0
Contacts	3	0
Community Service	0	3
Teamwork	0	2

Being an advocate within their communities resulted in many of the same benefits in terms of leadership qualities, as demonstrated in Table 11.

The third question in relation to this objective was- 3) Were leadership opportunities presented to you due the completion of the short course (*or your 4-H participation*) that would have otherwise not been offered?

The former Livestock Ambassadors group's responses were examined first. Four out of the ten ambassadors said that they were presented with the opportunities to partake in educational clinics and other presentations to current 4-H members and other groups. For example, TAMU-LA-1 said "I was able to assist with showmanship clinics by being an ambassador that I otherwise would not have had the opportunity to help with." Another common response was that the participants returned to later short courses to assist with sessions. TTU-LA-5 stated that "Upon completion of the short course, I went back to the TTU short course and assisted."

The former 4-H member's (control group) responses resulted in six of the ten respondents suggesting that they gained the necessary skills and respect from the

program to become a part of groups within their colleges that represent their departments. For example, TAMU-MATCH-5 suggested that “After my time as a 4-H member came to an end, I started school at TAMU where I held many leadership roles in several organizations. I feel as if 4-H allowed me to do these things not only because of the knowledge I gained in 4-H, but the selection committees for these groups viewed my 4-H experience as a desirable quality.” Other reoccurring themes consisted of returning to communities and helping other youth after graduation, obtaining an internship at the 4-H center, and assisting with educational presentations. TAMU-MATCH-2 said “Many opportunities were presented to me after my time as a 4-H member that I otherwise probably would not have had the opportunity to partake in. For example, Aggie Reps, assisting with the coordination of livestock contests, help teach at lamb and goat camp. Also, whenever I go back home to visit, local clubs ask me to speak at their meetings and go on project visits.”

*Table 12: Comparison of Ambassadors vs. 4-H Members in Relation to Post Program Opportunities (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
Educational Presentations	4	2
Short Course Assistance	2	0
College Activities/Groups	0	6
4-H Center	0	2
Hometown Help	0	2

Considering the focus of the T4HLA Program is to promote leadership from ambassadors within communities in relation to livestock projects through clinics and educational presentations; the result in 40% of the former ambassadors stating their

post program efforts were solicited through educational presentations proves a purpose, as seen in Table 12. It becomes interesting that the former 4-H members focus their 4-H involvement on their ability to obtain a position within their college's educational groups; this may be related to the sequence of being in a 4-H group.

### *Practical Knowledge*

The final grouping of questions pertained to how the T4HLA Program and the Texas 4-H Program allowed the corresponding participants to gain practical livestock production knowledge that would in turn benefit them in college. The first question in relation to this objective was- 1) Did the livestock production knowledge gained during the course of the ambassador program (*or 4-H program*) benefit you in current day University courses?

The former Livestock Ambassadors group's responses were examined first. Nine of the ten ambassadors said that the livestock production knowledge they gained through the program gave them a solid foundation in specific areas of animal science that has benefitted them in their current courses. TAMU-LA-2 suggested "Most certainly! Most high school students are not exposed to in depth reproduction technology or beef cattle management, etc. It kind of exposed me to a new light in terms of every species. I grew up raising sheep and goats and had very minimal knowledge on swine and cattle. The short course provided me with a lot of information in relation to every other species. It laid the foundation for the more extensive knowledge gained in my courses."

The former 4-H member's (control group) responses resulted in six of the ten members suggesting that there was no benefit received in terms of livestock production knowledge that assisted with current courses. TAMU-MATCH-3 said "There were no

specific programs or trainings within the 4-H that were extensive enough to provide information that would help me in my current courses.” However, at the same time, four of the ten suggested just the opposite. TTU-MATCH-4 stated “My entry level courses were much easier because of what I learned in 4-H. Much of this knowledge came from project meetings.”

*Table 13: Comparison of Ambassadors vs. 4-H members in Relation to Knowledge Utilization in Current Courses (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
Knowledge Base	8	4
No Benefit	0	6

Due to the nature of the short course, it can be assumed that the results shown in Table 13 pertain to that exactly. The short course provides an intense training in all areas of livestock production, whereas in the 4-H program, the educational presentations may be targeted to other aspects.

The second and final question in relation to this objective was- 2) Did you become exposed to any specific material during the short course (*4-H program*) that swayed decisions in terms of scheduling for semester courses?

The former Livestock Ambassadors group’s responses were examined first. Seven of the ten ambassadors suggested that the material had no influence on their course scheduling and three responded with the opposite. However, of those seven that did not see a correlation between knowledge gained and course scheduling, four stated this was because of their advisor’s decisions. TAMU-LA-3 stated “I did not schedule specific courses because of the material I was exposed to at the short course. My advisor guided me and made those decisions.”

The former 4-H member's (control group) responses resulted in a fifty percent split. Five participants suggested that the knowledge gained in 4-H benefitted them in terms of course scheduling. TAMU-MATCH-2 stated "My academic advisors have picked my courses so far, I am hoping in the future that I can utilize my interests to decide my own schedule." Just as well, TAMU-MATCH-3 says "All of my courses revolve around my interest pulled during my time as a 4-H member."

*Table 14: Comparison of Ambassadors vs. 4-H Members in Relation to Course Scheduling Impact (All response numbers are out of 10)*

<u>Theme</u>	<u>Ambassadors</u>	<u>Control</u>
No Benefit	7	5
Advisor Choices	4	0
Yes, Benefit Received	3	5
Interest in Nutrition	2	0
Interest in Livestock Eval.	0	3

Table 14 resulted in the proof that most academic advisors, during the first years of college attendance, schedule mandatory core classes. Therefore, the students are not allowed to select electives until their later years as a student. However, most students received no benefit.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECCOMENDATIONS

Chapter V focuses on the summary of the findings, conclusions and recommendations for this dissertation project. Further connection of findings to the theoretical framework will be established when appropriate. The implications of this study are applicable to the Texas 4-H Program, Texas A&M AgriLife Extension Service, Texas 4-H Livestock Ambassador Program, Texas A&M University and Texas Tech University.

#### ***Summary***

The purpose of this study was to determine the impact that the T4HLA Program had on previous participants that are now enrolled in college that went above and beyond the impact provided by the Texas 4-H program to determine effectiveness once being implemented in their respective fields. The researcher sought to measure the impact on the participants in relation to specific areas that the program targeted. These areas were: 1) Did the Texas 4-H Livestock Ambassador Program (or Texas 4-H Program) prepare participants for being a part of a higher educational institution, 2) Did the Texas 4-H Livestock Ambassador Program (or Texas 4-H Program) give participants a better understanding of specific careers in relation to agriculture, 3) Were leadership skills developed because of the Texas 4-H Livestock Ambassador Program (or the Texas 4-H Program) and were opportunities disseminated to ambassadors (or 4-H members) because of this, and 4) Was the practical livestock production knowledge gained throughout the short course (or the 4-H Program) useful and applicable within the participants current day courses.

## ***Research Questions***

### *Research Question 1*

Did the Texas 4-H Livestock Ambassador Program (or Texas 4-H Program) prepare participants for being a part of a higher educational institution?

The researcher inquired several questions in order to convey how the program(s) impacted the participants in terms of college preparation. Although the questions that were asked to both sets of participants (Livestock Ambassadors and 4-H Members), implied the same notion, the questions were modified slightly to fit each group. The first question asked to the former Livestock Ambassador group was, “In what ways did the Texas 4-H Livestock Ambassador prepare you for college exceeding the preparation disseminated by the 4-H Program in general?” Considering the purpose of the T4HLA Program is a youth development program that is implemented through the Texas 4-H Program, it is important to inquire the additional benefits of the program. The responses to this question from the T4HLA participants that received more than one response suggested that the program directly benefitted them in terms of college preparation in relation to classroom relations:

- Contacts- 3
- Advanced Material- 5
- Classroom Setting- 2
- Listening Intently- 2
- Note Taking- 2
- College Choice- 2
- Degree Path- 2
- Classroom Time-2

The first question asked to the former Texas 4-H members (control group) was, “In what ways did the Texas 4-H Program prepare you for college?” The responses to this question from the former 4-H participants that received more than one response

suggested that the program benefitted them from more of a life skills perspective as oppose to direct classroom benefits:

- Public Speaking- 4
- Contacts- 4
- Teamwork-2
- Communication Skills- 3
- Leadership- 2
- People Skills-2
- Responsibility- 2

It is apparent that both programs directly benefitted the participants of the study in terms of preparation for college in general. However, it can be determined that each group received benefits that affected different aspects of this criteria.

The second question asked to the former Livestock Ambassador group in relation to college preparation was, “Were any contacts that were made during the course of the program utilized when applying for or currently attending the specific institution?” During the course of the short course at both universities, ambassadors were introduced to several professors, extension personnel, and other professionals within each university system. The responses to this question from the T4HLA participants that received more than one response suggested that the program allowed them to meet current professionals that they interact with on a daily basis within their studies:

- Academic Advisors- 8
- Professors- 3
- Employment Professionals- 2

The second question asked to the former Texas 4-H members (control group) was, ““Were any contacts that were made during the course of the program utilized when applying for or currently attending the specific institution?” The responses to this



question from the former Texas 4-H participants that received more than one response suggested that, like the former ambassadors, the 4-H program allowed them to meet current professionals that they interact with on a daily basis within their studies.

However, a few suggested they made no contacts that have benefitted them currently:

- No Contact- 2
- Professors- 3
- Academic Advisor- 2
- Extension Agent- 2

The third question asked to the former Livestock Ambassadors that related to college preparation was, “Was the acclimation to the classroom eased due to the atmosphere of the short course?” The responses to this question from the former Livestock Ambassadors that received more than one response suggested that the participants learned a lot of practical information that has eased the transition from high school to college in relation to the classroom:

- Knowledge Base- 4
- College Pace- 3
- Note Taking-4
- Paying Attention-4

The third question asked to the former Texas 4-H members that related to college preparation was, “Was the acclimation to the classroom eased due to the atmosphere of the 4-H program?” The responses to this question from the former 4-H members that received more than one response suggested that the participants learned many character building and leadership skills that ensured their success in the classroom:

- Knowledge Base-2
- Not Eased At All-2
- Outgoing-3
- Public Speaking- 3
- Leadership-2

Regardless of how each program targets their teaching of preparation for being a part of a higher educational institution, all of these skills can be seen as assets and both have proven benefits in this regard. TTU-MATCH-5 states, "Yes, acclamation to the college classroom from high school was definitely eased due to my experiences in 4-H. Being on state 4-H council helped me learn how to speak in front of large crowds, I learned how to work effectively in a group, how to step out of my comfort zone and be a leader which has all proven to be very important in my current classes." Just as well, TTU-LA-3 says, "The acclamation to the college classroom was definitely eased due to the atmosphere of the short course. It was very surprising how similar the sessions were to an actual collegiate level course." These statements correlate to the found responses above and prove that both programs target different aspects of college preparation.

#### *Research Question 2*

Did the Texas 4-H Livestock Ambassador Program (or Texas 4-H Program) gives participants a better understanding of specific careers in relation to agriculture?

The researcher inquired several questions in order to convey how the program(s) exposed the participants to specific careers within agriculture. Although the questions that were asked to both sets of participants (Livestock Ambassadors and 4-H Members), implied the same notion, the questions were modified slightly to fit each group. The first question asked to the former Livestock Ambassador group was, "Did the Texas 4-H Livestock Ambassador Program expose you to certain career paths that would have otherwise not been considered?" The responses to this question from the former Livestock Ambassadors that received more than one response suggested that the participants gained no exposure to new career paths:

➤ No New Career Paths-5

The first question asked to the former 4-H members targeting increased knowledge in careers within agricultural was, “Did the Texas 4-H Livestock Ambassador Program (*4-H program*) expose you to certain career paths that would have otherwise not been considered?” The responses to this question from the former 4-H members that received more than one response suggested that the participants gained a limited amount of knowledge that pertained to extension careers:

- No New Career Paths-4
- Extension Professionals-3

It can be assumed that this is an area of both programs that could use improvement.

The second question asked to the former Livestock Ambassador group was, “What types of new careers were exposed to you during the short course?” The responses to this question from the former Livestock Ambassadors that received more than one response suggested that there several new careers exposed to the participants that related to advanced education and research:

- Graduate School-2
- Animal Nutrition-2
- Youth Development-3
- No Careers-3
- Research-3

The second question asked to the former 4-H members was, “What types of new careers were exposed to you during your time as a 4-H member?” The responses to this question from the former 4-H members that received more than one response

suggested that careers in relation to livestock shows and marketing within those entities were exposed to them:

- Livestock Shows-2
- Marketing-2

The third question asked to the former Livestock Ambassador group was, “Were any specific passions in relation to career fields revealed due to the T4HLA Program?”

The responses to this question from the former Livestock Ambassadors that received more than one response revealed that several areas of interest were derived from the program:

- Animal Nutrition-2
- Advocacy-2

The third question asked to the former 4-H members was, “Were any specific passions in relation to career fields due to the Texas 4-H Program?” The responses to this question from the former 4-H members that received more than one response revealed that no new interests were targeted:

- No Passions-4

The fourth question asked to the former Livestock Ambassador group was, “Did exposure to the career center at a specific university allow you to utilize this resource after admissions?” The responses to this question from the Livestock Ambassador Program participants that received more than one response revealed that the use of the career center was indifferent:

- No-5
- Yes-5

The fourth question asked to the former 4-H members was, “Did exposure to the career center at a specific university allow you to utilize this resource after admissions?”

The responses to this question from the 4-H members that received more than one response revealed that the use of the career center was indifferent:

- No-6
- Yes-4

Although a wider range of potential areas of interest within career fields as well as passions within the industry were revealed during the participant's time as a Livestock Ambassador, the exposure of the career center from both groups seemed to play a minimal role in utilization of this as a resource. For example, "TTU-LA-4 says, "I realized that I want to be in a career field in which I can utilize my public speaking skills and my passion to advocate for agriculture." Just as well, TTU-MATCH-4 stated that "4-H has taught me that I have a passion for "hands on" work, being around others (interaction), and education."

### *Research Question 3*

Was leadership skills developed because of the Texas 4-H Livestock Ambassador Program (or the Texas 4-H Program) and were opportunities disseminated to ambassadors (or 4-H members) because of this?

The researcher inquired several questions in order to convey how the program(s) impacted the participants in terms of leadership development. Although the questions that were asked to both sets of participants (Livestock Ambassadors and 4-H Members), implied the same notion, the questions were modified slightly to fit each group. The first question asked to the former Livestock Ambassador group was, "What experiences did you have as a Livestock Ambassador that you could not have received anywhere else?" The responses to this question from the T4HLA participants that received more than one response suggested that advocacy within their communities

became a vital role in their opportunities presented by the program. Whether this was speaking in front of other 4-H members, giving educational presentations to local or out of county groups, all of these avenues relate back to helping others for a common cause:

- Out of County Work- 2
- Educational Presentations- 3
- Gaining of Practical Knowledge- 3
- Contacts- 2
- Public Speaking- 2

The first question in regards to leadership development that was asked to the former 4-H members was, “What experiences did you have as a Texas 4-H member that you could not have received anywhere else?” The responses to this question from the 4-H members that received more than one response suggested that opportunities dealing with specific 4-H opportunities and leadership roles were the most important experiences:

- Leadership- 5
- Contacts- 2
- Officer- 9
- Advocacy- 2
- Compete in Specific Events- 5

The second question asked to the former Livestock Ambassador group was, “How did being an advocate in the community benefit you in terms of leadership?” The responses to this question that received more than one response suggested that many leadership and character building aspects were built upon due to becoming an advocate within their respective communities:

- Public Speaking- 4
- Advocacy- 4
- Leadership- 5
- Contacts- 3

The second question asked to the former 4-H members was, “How did being an advocate in the community benefit you in terms of leadership?” The responses to this question that received more than one response suggested that the same leadership and character building aspects were built upon due to becoming an advocate within their communities:

- Advocacy- 4
- Public Speaking- 5
- Community Service- 3
- Teamwork- 2

The third question asked to the former Livestock Ambassador group was, “Were leadership opportunities presented to you due the completion of the short course that would have otherwise not been offered?” The responses to this question that received more than one response suggested that several opportunities directly correlating to their involvement with the short course prevailed. They were able to continue giving educational presentations because of the knowledge they gained as well as returning to assist with future short courses:

- Educational Presentations- 4
- Short Course Assistance- 2

The third question asked to the former 4-H member group was, “Were leadership opportunities presented to you upon the completion of the 4-H Program that would have otherwise not been offered?” The responses to this question that received more than one response suggested that several opportunities were available most of which pertained to giving back to the program through hometown help or volunteering at the 4-H Center:

- College Activities/Groups- 6
- 4-H Center- 2

- Hometown Help- 2
- Educational Presentations- 2

These results suggest that both programs provided its participants with leadership opportunities, however both very different in nature. The former Livestock Ambassadors continued their educational programming within their communities as well as assisting with future short courses. The skills gained by these participants were that very similar to the 4-H members. As for the former 4-H members, they were offered many opportunities pertaining to the 4-H program in general as well as gaining experiences to assist them in college educational groups. For example, TAMU-MATCH-2 says, "Many opportunities were presented to me after my time as a 4-H member that I otherwise probably would not have had the opportunity to partake in. For example, Aggie Reps, assisting with the coordination of livestock contests, help teach at lamb and goat camp. Also, whenever I go back home to visit, local clubs ask me to speak at their meetings and go on project visits." Just as well, TTU-LA-5 stated that "Being an advocate helped me meet new people and made me realize that the people within my community respected me and that I was a role model."

#### *Research Question 4*

Was the practical livestock production knowledge gained throughout the short course (or the 4-H Program) useful and applicable within the participants current day courses?

The researcher inquired several questions in order to convey how the program(s) impacted the participants in terms of livestock production knowledge gained. Although the questions that were asked to both sets of participants (Livestock Ambassadors and 4-H Members), implied the same notion, the questions were modified slightly to fit each group. The first question asked to the former Livestock Ambassador



group was, “Did the livestock production knowledge gained during the course of the program benefit you in current day University courses? “ The responses to this question that received more than one response suggested that the information disseminated throughout the short course provided them with a solid knowledge base that they utilize in their current university courses:

- Knowledge Base- 8

The first question asked to the former 4-H member group was, “Did the livestock production knowledge gained during your time as a 4-H member benefit you in your current University courses?” The responses to this question that received more than one response suggested that the majority of participants received no direct livestock production knowledge through specific programs that have currently benefitted them:

- No Benefit-6
- Knowledge Base- 4

The second question asked to the former Livestock Ambassadors in relation to livestock production knowledge gained was, “Did you become exposed to any specific material during the short course that swayed decisions in terms of scheduling for semester courses?” The responses to this question that received more than one response suggested that although several received no benefit in scheduling, this was due to the advisor’s control over their schedules. For those that did receive benefit, a percentage of them said that they took interest in nutrition courses due to the knowledge gained throughout the short course:

- No Benefit- 7
- Advisor Choices- 4
- Yes, Benefit Received- 3
- Interest in Nutrition- 2

The second question asked to the former 4-H members was, “Did you become exposed to any specific material during your time as a 4-H member that swayed decisions in terms of scheduling for semester courses?” The responses to this question that received more than one response suggested that although many received no benefit, just as many received some sort of benefit and most of those resulted in an interest in livestock evaluation due to the livestock judging program offered by the Texas 4-H Program:

- No Benefit- 5
- Yes, Benefit Received- 5
- Interest in Livestock Evaluation- 3

It seems that the information disseminated throughout the T4HLA short course benefitted most of the participants in terms of giving them a knowledge base within their current courses; and although most decided the information they received through their respective programs did not assist them in scheduling for their current courses, it was due to the large part their advisor played in scheduling. For example, TTU-LA-1 said, “I have not really made any course decisions due to the short course material. My advisor usually guides me in what courses I need to take.” And, TAMU-MATCH-5 stated that “4-H does not really offer a program that specifically trains youth in animal science except for the T4HLA Program. This program does a great job at doing this, but 4-H in general, does not.”

### ***Conclusions and Recommendations***

#### ***College Preparation***

This study inquired about the effect the T4HLA Program as well as the Texas 4-H Program had on participants in relation to preparation for college. This objective was measured through a series of questions in which the participant’s responses were

examined and analyzed by the researcher to determine results. A limitation to this objective was that all interviews were conducted over the phone; therefore exact opinions may have been foreshadowed.

As reported by the results, there was definite impact in terms of students feeling more prepared for college because of their corresponding program experience. There were three questions that were relevant to this specific research objective. As mentioned previously, when determining how the T4HLA Program and the Texas 4-H Program prepared them for college, it became obvious that the former ambassadors gained a viable set of skills related to specific classroom instruction. These skills included things such as note taking, choosing degree paths, and classroom time; whereas the former 4-H members gained more life skills in general. These skills included things like public speaking skills, teamwork, communication skills, and leadership skills just to name a few. These results can be found in Table 3. The T4HLA Program provides participants with exact undergraduate curriculum from the animal science department and is presented to the ambassadors by a college professor in the same rigor and manner that an undergraduate course would be administered. The schedule that was implemented by the program mirrors that of a college student. The participants were required to stay up late into the evenings and rise early to continue their training and learning. Because of these specifics, it can be assumed that these results presented in Table 3 are obvious. The Texas 4-H Program, although very successful in providing its members with life skills that they will utilize well into their college careers (as mentioned by participants) have a different focus. Because of these criteria, when asked if the acclimation to the college classroom was eased due to their ambassador or 4-H experience, the former ambassadors suggested that their

adjustment was made easier due to the skills they learned during the short course, these results can be found in Table 4. Although some may beg to differ that these specific skill sets may contain more value than the other, they have both proven to impact the participants of this study in relation to preparing them for becoming a part of a higher educational system. Because of these results, the T4HLA Program must continue to be implemented in order that 4-H members are given the ability to participate in a program that will specifically prepare them for college in terms of classroom instruction and gaining note taking skills that will benefit them post graduation.

#### *Career Development*

Did each program provide a way to allow its participants to development a familiarity with specific career interests and paths? When the participants were asked about their exposure to new careers within their corresponding programs, it became apparent to the researcher that all of the participants of the study had a wealth of knowledge in relation to this aspect of the study. Most participants conveyed their background within the industry which in turn led to the understanding that very little new exposure was created during both the T4HLA Program and the Texas 4-H Program.

Table 6 shows that the majority of both groups responded by stating that no new careers were exposed to them during both their short course experience as well as their 4-H membership. However, Table 7 demonstrates that their experience within their programs focused on very different aspects of career development. The T4HLA Program participants suggested that their knowledge in relation to advanced research, graduate school, and specific areas of animal science were advanced whereas the few that responded with an answer from the control group was strictly dealing with livestock

shows and livestock show marketing. Considering that those participants involved with the short course went through a series of sessions in which former students within a specific university confessed their success through specific programs and testimonials were given in relation to advanced degrees, these results are expected. The 4-H Program in general exposes its members to outreach and extension as oppose to advanced degrees, which is relayed in the tables as well. Because of these results, it may be suggested that the advisors of the T4HLA Program reach out to non-traditional 4-H members that still meet the criteria in other aspects to ensure that career knowledge is being utilized by the participants. Although a wealth of this information is being disseminated, taking into consideration the background of the selected participants, no new knowledge is gained. Selected members from a different background may yield better responses in terms of career exposure.

#### *Leadership Development*

Leadership seems to be the most contributing factor to both constitutes. The T4HLA Program provided the participants with extensive training during their time at the short course as well as experiential learning factors back in their communities post short course during their ambassadorship. Just as well, the Texas 4-H Program focuses heavily on leadership within one's club and community. Just as the study conducted by Fox, Schroeder, and Lodl (2003) suggested that 85% of the participant's leadership skills were obtained as a result of the 4-H Program, the T4HLA Program's focus on leadership development is proven to be as successful.

Tables 10, 11, and 12 demonstrate the responses derived from the participants. Three corresponding questions were asked in relation to how each program provided the members and ambassadors with leadership experiences they felt were unique. The

T4HLA Program focuses on peer learning through experiential learning tactics (as mentioned previously) and the 4-H practices leadership development by providing its members with specific leadership activities. This may be provided through a leadership training camp, becoming a club or council officer within one's community, or by helping other members by being a project leader. No matter the avenue, there is leadership involved. It became apparent that the T4HLA participants gained leadership through educational presentations and out of county work. Part of their expectations upon completion of the short course was to strictly provide others with the information they received during the short course to help with their projects. Therefore, educational presentations and project help played a large role here. Just as well, the leadership activities participated in by the control group consisted more of basic leadership roles and holding an officer position, whether at the club, county, or state level. Although both avenues provide a different set of leadership skills, both have proven to be useful in these college student's careers thus far. When asked about their opportunities presented post high school involvement with these groups, it became apparent that differences lied here as well. Table 12 demonstrates how the ambassador and former 4-H members gave back after their involvement concluded. It becomes apparent that the T4HLA Program has in fact given its members an advanced opportunity to commit to the 4-H goal and mission of leadership through service. Because of these results, the T4HLA Program must continue to ensure participants continue implemented their leadership development skills within their communities upon completion of the short course, to provide additional mentorship outside of the 4-H program.

### *Practical Knowledge*

Although the former livestock ambassadors are given a pre and post test during the short course experience, it must be determined if this material actually benefitted the former ambassadors during their current university courses. Keeping in mind that the T4HLA were exposed to actual undergraduate animal science material by actual university professors and lecturers, the results are reflective. Almost all of the participants suggested that the short course gave them a knowledge base that has significantly benefitted them in their current courses. Just as well, the methods that are applied throughout the short course in relation to provided hands on learning experiences further solidify Richardson's (1994) theory on practical learning scenarios.

Considering there is no youth program within the 4-H that is as extensive as the T4HLA Program in terms of animal science knowledge and classroom structure, the control group's response were reflective as well. Only a few determined they benefitted from the 4-H Program in relation to their current courses while the remainder suggested they received no benefit. Table 13 demonstrates the results. The T4HLA Program has been proven to not only benefit students during their involvement, but post involvement as well. This seems to be the most obvious component to some extent. The T4HLA Program is the ONLY youth program within the 4-H system that provides extensive knowledge in the area of animal science. This program ensures a solid knowledge base is being disseminated to the youth interested in pursuing education and careers in this industry and field.

### ***Implications of the Study***

The researcher investigated the actual impact the Texas 4-H Livestock Ambassador Program had on its participants in regards to career development, college

preparation, leadership development, and actual animal science knowledge gained. Just as well, former Texas 4-H members that have no affiliation with the T4HLA Program were interviewed to determine the actual impact of the Texas 4-H Program in regards to the previously mentioned areas. Implications of the study will be evaluated concerning Texas 4-H and the Texas 4-H Livestock Ambassador Program.

#### *Texas 4-H and T4HLA Program*

“4-H is a community of young people across America who are learning leadership, citizenship and life skills” (About 4-H, n.d). This quote from the Texas 4-H website determines that these skills are an important focus for the 4-H Program in general. However, with 33% of 4-H members in Texas being heavily involved with the livestock project, the program must find ways to incorporate these skills into this project experience to ensure a fulfilled mission. Because of this concept, the T4HLA Program was formulated to give accomplished members an opportunity to learn more about their targeted industry while capturing the leadership and citizenship aspect of the 4-H Program, while still preparing them for their futures (college preparation and career exploration). Although the T4HLA Program may not be for every 4-H member, it is successful in fulfilling the needs required by those interested in the livestock project, which as mentioned previously equates to a large percentage of its members. The results from this study have proven that the short course and the ambassador program fulfill these goals while still adhering to the morals and mission of the Texas 4-H Program. It becomes important to understand youth and how they learn and target out programming efforts to these understandings to ensure success.



### ***Recommendations for Program Development***

The researcher asked an open ended question at the conclusion of the study inquiring any suggestions the Former Livestock Ambassadors had in relation to likes, dislikes, changes, etc. in regards to the program as a whole. Because of these responses coupled with the results found in this study, several recommendations for specific program development can be made. The following is a list of potential improvements/recommendations in regards to the Texas 4-H Livestock Ambassador Program:

1. The T4HLA Program should provide in county agent training that focuses on how the agent can support the ambassador in their corresponding county.

Several participants made comments that they loved the “idea” of the ambassador program, but felt like the leadership component fell short simply because they were not being utilized in their communities. This specific type of training would provide insight from T4HLA coordinators to the extension agents in the counties and ultimately allow them to be more successful in promoting the ambassadors at a local level.

2. Although many of the former livestock ambassadors gained insight on advanced degree opportunities, many of these opportunities focused solely on the area of animal nutrition. Realizing that this could be caused from a variety of factors, one solution would be to ensure all sessions included in the short course provide an array of learning opportunities that enhance the participant’s knowledge in all aspects of animal science,

### ***Recommendations for Future Studies***

The following is a list of potential research topics recommended for future studies:

1. Due to the nature of this study and implications associated with the researcher and location, face to face interviews may ensure more valid responses and elaborated results. Although responses may not have necessarily changed when put in a face to face scenarios, other stem questions may have been derived from this environment.
2. Conducting the same research with a larger group of participants given more specific questions would ensure a wider range of responses and in return, a broader categorizing of common themes and trends.

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APPENDIX A  
QUESTIONS AND RESPONSES FROM PARTICIPANTS

**TAMU Students:**

**TAMU-LA-1:** Female, Senior, Animal Science

**TAMU-LA-2:** Female, Junior, Animal Science

**TAMU-LA-3:** Female, Freshman, Agricultural Economics

**TAMU-LA-4:** Male, Sophomore, Animal Science

**TAMU-LA-5:** Female, Sophomore, Animal Science

**TAMU-MATCH-1:** Female, Freshman, Agricultural Economics

**TAMU-MATCH-2:** Female, Sophomore, Animal Science

**TAMU-MATCH-2:** Female, Junior, Animal Science

**TAMU-MATCH-4:** Male, Sophomore, Animal Science

**TAMU-MATCH-5:** Female, Senior, Animal Science

**TTU Students:**

**TTU-LA-1:** Male, Sophomore, Animal Science

**TTU-LA-2:** Male, Freshman, Agricultural Economics

**TTU-LA-3:** Male, Sophomore, Animal Science

**TTU-LA-4:** Female, Freshman, Animal Science

**TTU-LA-5:** Male, Freshman, Animal Science

**TTU-MATCH-1:** Male, Sophomore, Animal Science

**TTU-MATCH-2:** Male, Freshman, Agricultural Economics

**TTU-MATCH-3:** Male, Freshman, Animal Science

TTU-MATCH-4: Female, Freshman, Animal Science

TTU-MATCH5: Male, Sophomore, Animal Science

### Question 1

Question 1: In what ways did the Texas 4-H Livestock Ambassador Program prepare you for college exceeding the preparation disseminated by the 4-H Program in general?

#### TAMU Former Livestock Ambassador's responses to Question 1:

- TAMU-LA-1: "The T4HLA Program allowed me to meet professionals and other individuals that work at Texas A&M which in turn gave me more inclination to attend A&M. Also, the information disseminated throughout the short course prepared me for my courses that I am currently enrolled in and have gotten me ahead of the game."
  - Contacts, College Choice, & Advanced Material
- TAMU-LA-2: "The atmosphere of the short course definitely had an impact in preparing me for college. Being in a classroom setting with actual instructors going through a 50 minute lecture was definitely a reality check. Having to listen intently, take notes, and possibly a pop quiz really outlined the difference between high school and college."
  - Classroom Setting, Listen Intently, Take Notes
- TAMU-LA-3: "Going into the short course, my knowledge was limited to cattle because that is what I grew up around, the short course made me a more well-rounded individual in terms of livestock; which we all know is important in this field."
  - Advanced Material
- TAMU-LA-4: "The T4HLA Program demonstrated avenues of agriculture and aspects of animal science that I otherwise had no knowledge of. The reproduction session helped me realize which degree plan route I wanted to take. I learned a lot of new information through the quiz bowl that relates to my current coursework."
  - Advanced Material, Degree Plan
- TAMU-LA-5: "The T4HLA Program definitely solidified my decisions in terms of college choice and degree interests. The short course was way more intensive than normal programs that I was involved in and that coupled with the credibility of the professors definitely helped prepare me for college."
  - College Choice, Degree Plan

#### TTU Former Livestock Ambassador's responses to Question 1:

- TTU-LA-1: "The T4HLA Program gave me unique opportunities to be placed in leadership roles during my time as an ambassador that in turn has allowed me to take on leadership positions at TTU. For example, I am involved actively with our Ag. Council and Block & Bridle Club; these are opportunities I might would have never taken advantage of if the Ambassador Program would not have exposed me to these types of situations."
  - Leadership

- TTU-LA-2: "I think the aspect of the program that benefitted me the most for college preparation was the **length of classroom time**. A lot of our sessions were very long and drawn out which is very similar to how my courses are now."
  - Classroom Time
- TTU-LA-3: "The speakers that presented during the short course definitely prepared me to sit **and listen intently** for a **specific length of time**. They obviously delivered information at a higher educational level than what I was use to at the time being a high school student. **My basic foundation of knowledge was turned into an advanced level of understanding.**"
  - Listen Intently, Classroom Time, Advanced Material
- TTU-LA-4: "The T4HLA Program allowed me to get out of my community and state and it gave me an avenue to **meet new people** which in turn helped with my **speaking skills** and **self confidence**. It gave me the tools to become a current Ag Ambassador member at TTU. It also allowed me to become better-rounded."
  - Contacts, Communication Skills, Self-Confidence
- TTU-LA-5: "The short course provided me with **contacts at TTU**. It gave me a **good basic ANSC knowledge foundation** to take back to the youth within my county. It made my college courses much easier."
  - Contacts, Advanced Material

Question 1: In what ways did the Texas 4-H Program prepare you for college?

TAMU Former 4-H Member's (Matches) response to Question 1:

- TAMU-MATCH-1: "The 4-H Program helped prepare me for college in terms of **advancing my public speaking skills** and **making connections** with professors. I was on the livestock judging team, so having to give oral reasons really benefitted me as far as talking and defending in front of others."
  - Public Speaking, Contacts
- TAMU-MATCH-2: "The Texas 4-H Program definitely provided me with a **good work ethic**. Whether it was balancing school with work, 4-H meetings, project meetings, barn responsibilities, etc. I always had to focus on some aspect. Without my 4-H experience in this sense, my work ethic in college (which is so important) would suffer. Also, having responsibility with 4-H transferred over to being **responsible with my coursework**. Also, having **people skills** and **talking/interacting with my professors and peers.**"
  - Work Ethic (Responsibility), People Skills, Communication Skills
- TAMU-MATCH-3: "Without the 4-H Program, I would currently have no knowledge about livestock from a science aspect, more specifically cattle. **This information that I gained through 4-H has helped me in my current science based courses.**"
  - Advanced Material



- TAMU-MATCH-4: “4-H definitely helped bring me out of my shell. I was also given a lot of opportunities to travel which in turn helped with my social skills. Public speaking events in 4-H has given me the ability to present projects in my current courses and I also gained the ability to work well with others on group projects.”
  - Public Speaking, Social Skills, Teamwork
- TAMU-MATCH-5: “The leadership aspect of 4-H helped prepare me for college. Also, a huge part of my involvement with 4-H allowed me to make contacts with people in the industry that are a part of my educational experience. Communications skills is also something I’ve gained from 4-H.”
  - Leadership, Contacts, Communication Skills

TTU Former 4-H Member’s (Matches) response to Question 1:

- TTU-MATCH-1: “The 4-H Program helped prepare me for college in terms of advancing my interview skills, and preparing scholarship applications. It had a huge impact.”
  - Interview Skills
- TTU-MATCH-2: “4-H helped prepare me for college in terms of meeting new people and making contacts. Whenever I began my education at TTU, I already knew a lot of people. The older students who I was in 4-H with served as mentors whenever I needed help with something. 4-H helped me interact with other students, I met people all over the state because of State 4-H Council.”
  - Contacts, Peer Interaction (Teamwork)
- TTU-MATCH-3: “4-H prepared me for college in terms of advancing my public speaking skills in general and allowing me to be confident outside of my comfort zone.”
  - Public Speaking Skills, Self-Confidence
- TTU-MATCH-4: “Being in 4-H gave me an avenue for public speaking. I was a 4-H member for 12 years and my involvement with 4-H made me very diverse, which I think benefits me today in college. By being a teen leader and coach I was able to gain valuable lessons I currently use in college.”
  - Public Speaking, Diversified Background, Leadership
- TTU-MATCH-5: “4-H helped me with my communication skills. Before 4-H, I was very shy and was always nervous about speaking in front of a large group. That is a big part of being in college. Making connections and networking was another aspect of 4-H that helped prepare me for college. Responsibility in the barn also led to responsibility in the classroom.”
  - Communication Skills, Contacts, Responsibility

For Question 1, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- ✓ Contacts- 3

- ✓ Advanced Material- 5
- ✓ Classroom Setting- 2
- ✓ Listening Intently- 2
- ✓ Note Taking- 2
- ✓ College Choice- 2
- ✓ Degree Path- 2
- ✓ Classroom Time-2

For Question 1, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- ✓ Public Speaking- 4
- ✓ Contacts- 4
- ✓ Teamwork-2
- ✓ Communication Skills- 3
- ✓ Leadership- 2
- ✓ People Skills-2
- ✓ Responsibility- 2

For Question 1, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- ✓ Contacts-3
- ✓ Advanced Material- 4
- ✓ People Skills- 2
- ✓ Communication Skills- 2

For Question 1, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- ✓ Leadership- 2
- ✓ Classroom Time- 2
- ✓ Advanced Material- 2
- ✓ Contacts- 4
- ✓ Public Speaking- 3
- ✓ Self- Confidence- 2

### Question 2

Question 2: Were any contacts that you made during the course of the T4HLA program utilized when applying for or while currently attending the specific institution?

TAMU Former Livestock Ambassador's responses to Question 2:

- TAMU-LA-1: “Dr. Ramsey was a speaker at the short course and he is currently my **academic advisor**. Also, Dr. Zanolini keeps in contact with me and utilizes my help with service projects and activities. For example, a few weeks ago he needed some college students to help with the Madison County Fair.”
  - Academic Advisor
- TAMU-LA-2: “Although I knew Dr. Ramsey before the short course, he is currently my **academic advisor** and I am his **student worker**. Initially I was interested in vet school and Dr. Possey was a lecturer at the short course. Therefore, after the short course I pursued contact with him to gain more insight on the program; if this would have been a route I would have continued on, the short course would have definitely provided for me a resource. Indirectly, people such as Paul Maulsby and Dr. Cleere recognize me and associate me as a unique individual who stands out in a leadership group which in a class of 350 students becomes important. To stand out in a class of that magnitude really means something.”
  - Academic Advisor, Student Worker
- TAMU-LA-3: “The contacts I made during the T4HLA Program just solidified that TAMU was my school of choice. **I currently do not have contact with** or interact with any professionals I met during the short course.”
  - No Current Contact
- TAMU-LA-4: “Dr. Ramsey is my current **academic advisor**. I met him through the short course. I also still keep in touch with Dr. Zanolini who I see at the livestock shows. Dr. Cleere came and spoke in one of my classes this semester and he recognized me from the Livestock Ambassador Program. Outside of the professional contacts I made, I met a lot of friends that I currently keep in touch with.”
  - Academic Advisor
- TAMU-LA-5: “One specific contact would be Dr. Ramsey. I am his **student worker** currently and he is my **academic advisor**. I was also a part of his **wool judging team**.”
  - Student Worker, Academic Advisor, Coach

#### TTU Former Livestock Ambassador’s responses to Question 2:

- TTU-LA-1: “I made several contacts during the short course that I am still actively in contact with. Several of my **current professors** and both of my **academic advisors**. Definitely one of the most beneficial aspects of the program.”
  - Professors, Academic Advisor
- TTU-LA-2: “**I have not utilized any contacts** that I made at the short course thus far, mainly because I have not declared a major and do not take very many agricultural courses which is where most of those people are.”
  - No Contacts
- TTU-LA-3: “A ton of the contacts I made at the short course I still keep in contact with. For example, my 2 **academic advisors**, **my professors**, **several graduate**

students, etc. Through my internships at the stock shows I have kept in contact with Dr. Ripley and Dr. Zanolini.”

- Academic Advisors, Professors, Graduate Students
- TTU-LA-4: “I met several agents during my time as an ambassador. With my TTU Ag Ambassador program, our job is to travel around to different communities and advocate for Agriculture. My contacts with the extension agents have helped me coordinate these programs. Also, my academic advisor is also a contact I made during the short course.”
  - Extension Agents, Academic Advisor
- TTU-LA-5: “I have kept in contact with several of the people I met at the short course. One contact has helped me with my livestock judging reasons. I have several of the speakers as professors and one as my academic advisor.”
  - Academic Advisor, Professor

Question 2: Were any contacts made during your 4-H participation that you utilized when applying for or while currently attending the specific institution?

TAMU Former 4-H Member's (Matches) response to Question 2:

- TAMU-MATCH-1: “I did not keep in contact with any specific connections I made throughout my 4-H career when it came to applying for college or currently because they were more geared towards animal science and I knew I would be in the Agricultural Economics Department.”
  - No Contact
- TAMU-MATCH-2: “I made A LOT of contacts throughout my 4-H career that have benefitted me currently. Both of my parents were on the livestock judging team at TAMU, so that interested me in livestock judging in 4-H. I met a lot of people through this program that I am still currently in contact with.”
  - Extra-Curricular Activity Help
- TAMU-MATCH-3: “Several people such as my local veterinarian and my agricultural teacher assisted me when applying for admissions into Texas A&M. Just as well, one of my current advisors I met through dairy judging in 4-H.”
  - Local Vet, Agricultural Teacher, Academic Advisor
- TAMU-MATCH-4: “No one that really helped with admissions into college or scholarships, but I did meet several people through 4-H that I currently keep in contact with that are definitely good people to know.”
  - No Contact
- TAMU-MATCH-5: “Definitely, several professors and academic advisors that I met prior to college in the 4-H program are helping me prepare to apply for graduate school. This was the part of my 4-H experience that I valued the most.”
  - Professors, Academic Advisor

TTU Former 4-H Member's (Matches) response to Question 2:

- TTU-MATCH-1: “There were a lot of contacts that I made during my time as a 4-H member that I am currently still in contact with and that I have utilized. For example, **Matt Tarpley**. I met him being a part of state council and I still go to him for advice.”
  - State Level Extension Employee
- TTU-MATCH-2: “Several people I met through 4-H have served as a vital contact when applying for admissions into TTU and currently. Outside of those people being my **professors**, it is also people **outside of my department** that have helped me that I met during my 4-H career.”
  - Professors, Outside Department Help
- TTU-MATCH-3: “By being state council president I was able to make a lot of contacts with a lot of **Foundation leaders**. For example, Dr. Boleman. All of these people helped me throughout the scholarship process.”
  - Foundation Leaders
- TTU-MATCH-4: “**My extension agent** was a strong influence on my college choice. He introduced me to several professors at TTU and helped me get scholarship money.”
  - Extension Agent, Professors
- TTU-MATCH-5: “**My county agent** was very well known. He introduced me to a lot of people that gave me connections to professionals within TAMU and TTU (I applied to both places). He helped guide me in the right direction.”
  - Extension Agent

For Question 2, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Academic Advisors- 8
- Professors- 3
- Employment Professionals- 2

For Question 2, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No Contact- 2
- Professors- 3
- Academic Advisor- 2
- Extension Agent- 2

For Question 2, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Academic Advisor- 6
- No Contact- 3
- Employment Professionals- 2

For Question 2, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Professor- 5
- Academic Advisor- 4
- Extension Agent- 3

### Question 3

Question 3: Was the acclamation to the classroom eased due to the atmosphere of the short course?

#### TAMU Former Livestock Ambassador's responses to Question 3:

- TAMU-LA-1: "The T4HLA Program and short course taught me a lot of specific things that I am currently learning in my current Animal Science courses. It was a **good base** of information."
  - Knowledge Base
- TAMU-LA-2: "Acclamation to the college classroom was most definitely eased. As I mentioned, understanding the **pace of a college classroom** and building those **connections** and relationships with faculty at TAMU has definitely benefitted me now that I am in college."
  - College Pace, Connections
- TAMU-LA-3: "Acclamation to the college classroom was definitely eased because of the atmosphere of the short course in terms of **note taking** and **test taking**. However, nothing prepared me for sitting in a class with over 300 kids!"
  - Note Taking, Test Taking
- TAMU-LA-4: "The short course did ease the acclamation to the classroom. **It was very extensive** as far as the schedule and **material** was concerned. We woke up early and did a lot of coursework. It helped me integrate into college from high school."
  - College Pace, Knowledge Base
- TAMU-LA-5: "The acclamation to the classroom was for sure eased due to the short course. **The intensity** that those four days entailed was crazy! Also, **the level of education that the material was obviously higher**. Now that I am in some specific Animal Science courses, **I recognize the material** and I feel comfortable learning at such a rapid pace."
  - College Pace, Knowledge Base

#### TTU Former Livestock Ambassador's responses to Question 3:

- TTU-LA-1: "I don't think the acclamation to the classroom was necessarily made any easier for me, just because in the College of Ag, we aren't necessarily placed in a class with 300 kids, our class sizes are smaller, almost like high school. My note taking skills weren't necessarily impacted either. I guess the aspect of sitting in a class for long periods of time and having to **pay attention** was something new I was exposed to during the short course."
  - Paying Attention
- TTU-LA-2: "Acclamation to the classroom was definitely eased in the sense that it taught me how to **pay attention** for long periods of time and the importance of **note taking**."
  - Paying Attention, Note Taking
- TTU-LA-3: "The acclamation to the college classroom was definitely eased due to the atmosphere of the short course. It was very surprising how **similar the sessions were to an actual collegiate level course**."
  - Knowledge Base
- TTU-LA-4: "The acclamation to the classroom was eased due to my time as an ambassador and the short course. **Note taking** and **listening carefully** are just a few examples."
  - Note Taking, Paying Attention
- TTU-LA-5: "The acclamation to the classroom was eased in terms of **listening intently for long periods of time**."
  - Paying Attention

Question 3: Was the acclamation to the classroom eased due to your 4-H participation?

TAMU Former 4-H Member's (Matches) response to Question 3:

- TAMU-MATCH-1: "**The 4-H did not really ease the transition** into a college classroom. I was never really put into a large classroom setting or was taught to take notes at a fast pace like I do in my current college courses."
  - The Ease to the Classroom was not Eased
- TAMU-MATCH-2: "**I do not think the transition to the classroom was eased** due to my 4-H participation. I did not go through any specific trainings, I was not taught how to take notes or sit in a classroom with 200 other kids; these have all proven to be very important aspects of a college classroom."
  - The Ease to the Classroom was not Eased
- TAMU-MATCH-3: "The acclamation to my Animal Science courses was eased due to my 4-H membership in terms of giving me an **initial base of knowledge**. Although this was learned through my personal livestock project experiences, not a specific 4-H program. Nothing can prepare you for sitting in a classroom with 300 kids like in my basic courses."
  - Knowledge Base

- TAMU-MATCH-4: “I would say so. A big aspect of this is that TAMU is an Agricultural based university and the **knowledge I gained** in 4-H was of course agriculturally related.”
  - Knowledge Base
- TAMU-MATCH-5: “Due to all of the **people I met through 4-H**, it has made my classes a lot easier. Since I know other students in my classes, I have help studying.”
  - Friendships

TTU Former 4-H Member’s (Matches) response to Question 3:

- TTU-MATCH-1: “4-H definitely eased the acclimation to the college classroom from high school. It allowed me to more easily **interact with others** and it made me more outgoing which in turn has **helped me give presentations**.”
  - Outgoing, Public Speaking
- TTU-MATCH-2: “Yes, acclimation to the college classroom was definitely eased due to my 4-H participation. In terms of **public speaking**, **leadership**, and being a part of a HUGE 4-H family has helped me transition from a small high school classroom to a large college classroom.”
  - Public Speaking, Leadership
- TTU-MATCH-3: “The acclimation to the classroom was eased due to my 4-H membership. It gave me a sense of independence and a desire to learn.”
  - Independence, Desire to Learn
- TTU-MATCH-4: “Definitely. Roundup(s) and other leadership activities helped me learn how to **interact with others** and socialize in a professional manner.”
  - Outgoing
- TTU-MATCH-5: “Yes, acclimation to the college classroom from high school was definitely eased due to my experiences in 4-H. Being on state 4-H council helped me learn how to **speak in front of large crowds**, I learned how to **work effectively in a group**, how to **step out of my comfort zone** and be a **leader** which has all proven to be very important in my current classes.”
  - Public Speaking, Teamwork, Outgoing, Leadership

For Question 3, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Knowledge Base- 4
- College Pace- 3
- Note Taking-4
- Paying Attention-4



For Question 3, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Knowledge Base-2
- Not Eased At All-2
- Outgoing-3
- Public Speaking- 3
- Leadership-2

For Question 3, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Knowledge Base-5
- College Pace-3
- Not Eased At All-2

For Question 3, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Paying Attention-4
- Note Taking-3
- Outgoing-3
- Public Speaking-3
- Leadership-2

#### Question 4

Question 4: Did the Texas 4-H Livestock Ambassador Program expose you to certain career paths that you would have otherwise not considered?

#### TAMU Former Livestock Ambassador's responses to Question 4:

- TAMU-LA-1: "Yes, before the short course I had my eyes set on vet school. But the program taught me that you can get a MS and a PhD in other areas of animal science."
  - Graduate School
- TAMU-LA-2: "For sure! The short course was a turning point for me in this sense. It opened my eyes to many ANSC degree options and allowed me to explore all avenues. I was set on attending vet school and the sessions provided in the short course made me realize that this was not the only option I had if I wanted to work with animals; that I could do this outside of a clinical setting."
  - ANSC degree options
- TAMU-LA-3: "I was not exposed to any new career paths because of the T4HLA Program. I already knew which agricultural career I wanted to end up in."
  - No New Career Paths

- TAMU-LA-4: “The reproduction session within the short course sparked a lot of my interest. I have worked on tailoring my course load to these interests.”
  - Animal Reproduction Careers
- TAMU-LA-5: “I don’t think I was necessarily exposed to any new careers, but the short course definitely stabilized my previous interests.”
  - No New Career Paths, Confirmation of Interests

TTU Former Livestock Ambassador’s responses to Question 4:

- TTU-LA-1: “I wasn’t necessarily exposed to completely new career paths that I previously didn’t know about, however the sessions and speakers went very in depth on all of the topics so it gave me a more vast knowledge on all of the species.”
  - No New Career Paths
- TTU-LA-2: “Coming from a strong agricultural background, I knew a lot of the already potential careers that were discussed in the short course. However, it was all very in depth and very useful.”
  - No New Career Paths
- TTU-LA-3: “I was definitely exposed to new career paths because of the T4HLA Program. Before the short course I was planning on becoming a part of the engineering program. After completing the short course, due to Dr. Rathmann’s presentations I was exposed to the scientific aspect of agriculture and am now a pre-vet major.”
  - Veterinarian Science
- TTU-LA-4: “I always knew I wanted to be an ANSC major, however it was nice to know that I had several options as far as career paths that I could use with my degree.”
  - General Career Paths
- TTU-LA-5: “Well, I always wanted to be an ANSC professor, so it did not necessarily expose me to new careers.”
  - No New Career Paths

Question 3: Did the Texas 4-H Program expose you to certain career paths that you would have otherwise not considered?

TAMU Former 4-H Member’s (Matches) response to Question 4:

- TAMU-MATCH-1: “Yes, the 4-H exposed me to many careers that I was unaware of.”
  - General Career Paths
- TAMU-MATCH-2: “I was always raised around agriculture but through 4-H, I was able to learn about what being an extension specialist entailed. I never wanted to be a County Extension Agent but once I learned specifics, I became interested.”

- Extension Professional
- TAMU-MATCH-3: “The 4-H exposed me to several interesting careers that I otherwise would not have considered. Those include dairy science, ruminant nutrition careers, and reproduction jobs. I finally decided to take the veterinarian science route.”
  - Dairy Science Jobs, Ruminant Nutrition Careers, Animal Reproduction Jobs
- TAMU-MATCH-4: “Not necessarily, I grew up on a dairy farm and I have a pretty extensive agricultural background. I always knew I wanted to be a part of the agricultural industry.”
  - No New Career Paths
- TAMU-MATCH-5: “No specific career paths that we new to me were exposed because of the 4-H program or through my involvement.”
  - No new Career Paths

TTU Former 4-H Member’s (Matches) response to Question 4:

- TTU-MATCH-1: “I would not say that I necessarily learned about any new career paths through 4-H. I had a pretty extensive agricultural background.”
  - No New Career Paths
- TTU-MATCH-2: “4-H exposed me to the field of extension. Also, even though I am not an ANSC major, by attending the major stock shows and by competing on the livestock judging tea, that definitely showed me that I wanted some sort of agricultural degree.”
  - Extension Professional
- TTU-MATCH-3: “Food and Nutrition careers were something I found interesting that without 4-H I would have not known about.”
  - Food & Nutrition Careers
- TTU-MATCH-4: “I always wanted to go into the medical field because I love helping others, but 4-H influenced me to be an extension agent. I have developed a passion for extension education and what it does for others. It has also taught me that with my learned skill set I can be successful in any career path that I choose.”
  - Extension Professional
- TTU-MATCH-5: “I grew up on a farm and ranch, so I had always thought I wanted to be in some sort of agricultural field.”
  - No New Career Paths

For Question 4, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No New Career Paths-5

For Question 4, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No New Career Paths-4
- Extension Professionals-3

For Question 4, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No New Career Paths-2
- Animal Reproduction-2

For Question 4, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No New Career Paths-5
- Extension Professionals-2

### Question 5

Question 5: What types of new careers were exposed to you during the short course?

TAMU Former Livestock Ambassador's responses to Question 5:

- TAMU-LA-1: "As I mentioned, several avenues of Animal Science Degrees and careers were exposed during the short course to me. For example, a MS or PhD degree in Nutrition or Reproduction."
  - Graduate School, Animal Nutrition Degree, Animal Reproduction Degree
- TAMU-LA-2: "The T4HLA Program did not necessarily guide me to one specific career, but it did make me realize that I needed to keep an open mind about my options. One thing I learned throughout my time as an ambassador was that I have a passion for education and working with youth in relation to Animal Science. Therefore I plan on obtaining a MS and PhD and then coming back to teach at TAMU. However, if another opportunity arises along the way, the Livestock Ambassador Program has helped me realize that as long as I am impacting youth, I will be happy."
  - Graduate School, Youth
- TAMU-LA-3: "I already had a solid knowledge base in all areas that were discussed during the short course. I already knew what I wanted to do."
  - No Careers
- TAMU-LA-4: "I learned a lot about Agricultural Leadership careers. It was also interesting learn about all of the other Animal Science Production options outside of Veterinarian Science."
  - Agricultural Leadership, General
- TAMU-LA-5: "Like I said, I have always been interested in pre-veterinarian studies, but I learned a lot about other careers, more specifically extension."
  - Extension Professional

#### TTU Former Livestock Ambassador's responses to Question 5:

- TTU-LA-1: "Nothing new in relation to specific careers, however because what we learned was so in depth, it allowed me to become more interested in other avenues. For example, I originally planned on attending Iowa State University or Kansas State University and getting my MS degree in swine production/nutrition. But upon completion of the short course, I found **beef/ruminant nutrition** much more fascinating. So now I plan on doing research in those areas at Texas Tech University or Oklahoma State University."
  - Ruminant Nutrition
- TTU-LA-2: "As I mentioned, **no necessarily new careers** were exposed to me."
  - No New Careers
- TTU-LA-3: "**No specific new careers** were exposed during the short course. I came from a pretty extensive agricultural background, so a lot of the careers related to agriculture I was familiar with."
  - No New Careers
- TTU-LA-4: "Some new careers that I was exposed to during my time as an ambassador were **public relations, research and development, beef plant work, and product development**. I learned that I could use my degree in extra training to do any of these things."
  - Public Relations, Research and Development, Beef Plant Jobs, Product Development
- TTU-LA-5: "Some new careers I was exposed to that stick out in my mind are those related to **bacterial research**."
  - Bacterial Research

Question 5: What types of new careers were exposed to you as a result of your 4-H participation?

#### TAMU Former 4-H Member's (Matches) response to Question 5:

- TAMU-MATCH-1: "Because of the Food & Nutrition project, I learned about **many jobs in nutrition**, also the behind **the scene work at a livestock show** was not an aspect I was familiar with. I only knew about the livestock show side from a showing perspective because I raise animals for those shows."
  - Nutrition, Livestock Shows
- TAMU-MATCH-2: "**Marketing and public relations** for agricultural companies were new areas within the industry that I learned about through my 4-H experience."
  - Public Relations, Marketing
- TAMU-MATCH-3: "Specific jobs within **the dairy industry and floriculture careers**."
  - Dairy, Floriculture
- TAMU-MATCH-4: "**Technology careers** were something 4-H opened my eyes to. Being on State 4-H Council I was able to see the behind the scene work that took

place at roundup. Also, even though **fashion and foods** aren't exactly up my alley, I learned that 4-H presents a lot of information and opportunities in these areas as well."

- Technology Careers, Fashion, Nutrition
- TAMU-MATCH-5: "I want to be a **livestock director at a major stock show**; this is a career my 4-H participation targeted."
  - Livestock Shows

TTU Former 4-H Member's (Matches) responses to Question 5:

- TTU-MATCH-1: "**Entomology** was a new career avenue that I learned about through 4-H."
  - Entomology
- TTU-MATCH-2: "There really are **no specific careers** that I learned about because of 4-H."
  - No Careers
- TTU-MATCH-3: "Because of 4-H I learned about **extension careers**."
  - Extension Professionals
- TTU-MATCH-4: "Specific careers **in beef production and crop/fruit production** were something I learned a lot about due to the demographics in our county."
  - Beef Production, Crop Production
- TTU-MATCH-5: "4-H exposed me to the ins and outs of what being **a County Extension Agent** entailed. It allowed me to explore other avenues."
  - Extension Professional

For Question 5, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Graduate School-2
- Animal Nutrition-2
- Youth Development-3
- No Careers-3
- Research-3

For Question 5, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Livestock Shows-2
- Marketing-2

For Question 5, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Graduate School-2

- Animal Nutrition-2
- Youth Development-3
- Livestock Shows-2

For Question 5, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Extension Professional-2
- No Careers-3
- Beef-2
- Research-3

### Question 6

Question 6: Were any specific passions in relation to career fields revealed due to the Texas 4-H Livestock Ambassador Program?

#### TAMU Former Livestock Ambassador's responses to Question 6:

- TAMU-LA-1: "A slight amount of interest in the area of animal reproduction was pulled from the short course information. We did a lot with Artificial Insemination which opened my eyes to explore other avenues."
  - Animal Reproduction
- TAMU-LA-2: "I developed a passion for working with youth."
  - Youth Development
- TAMU-LA-3: "No specific passions were revealed due to the short course."
  - No Passions
- TAMU-LA-4: "The workshop that dealt with the canulation of cattle showed me that I was really interested in animal nutrition. A lot of the material was interesting because it expanded on my knowledge of livestock in general (other species).
  - Animal Nutrition
- TAMU-LA-5: "The program more so just assured me of my passions and interest. However, I did learn a lot about different species outside of what I was familiar with."
  - Reassurance

#### TTU Former Livestock Ambassador's responses to Question 6:

- TTU-LA-1: "I always knew I had a passion for the beef industry because I grew up on a small cattle operation, however the specific information was broken down, as I mentioned, sparked more of a passion so to speak for ruminant nutrition."
  - Ruminant Nutrition

- TTU-LA-2: "I pretty much knew what I wanted to do, so **no specific sessions pulled any new passions** from me, but I did find several of them to be interesting."
  - No Passions
- TTU-LA-3: "The most significant passion that was exposed due to the T4HLA Program was in relation to meat science."
  - Meat Science
- TTU-LA-4: "I realized that I want to be in a career field in which I can utilize **my public speaking** skills and my passion to **advocate** for agriculture."
  - Public Speaking, Advocacy
- TTU-LA-5: "**The sheep and goat** information I found to be very interesting. I grew up on a cattle farm, so it gave me a new outlook on different aspects of the industry."
  - Sheep/Goat Production

Question 6: Were any specific passions in relation to career fields revealed due to the Texas 4-H Program?

TAMU Former 4-H Member's (Matches) response to Question 6:

- TAMU-MATCH-1: "I had always showed livestock and enjoyed **stock shows**; however I really developed a passion for the entire behind the scenes work. For example, my goal is to work for the San Antonio Livestock Exposition in the **marketing** department."
  - Livestock Shows, Marketing
- TAMU-MATCH-2: "**No specific passions** were pulled from my 4-H involvement."
  - No Passions
- TAMU-MATCH-3: "**Veterinarian Science** is a passion I developed from 4-H."
  - Veterinarian Science
- TAMU-MATCH-4: "I developed a passion for **public speaking and leadership** through my time as a 4-H member."
  - Public Speaking, Leadership
- TAMU-MATCH-5: "I always knew I wanted to be involved with the agricultural industry. So, this **was not a passion** 4-H drew from me because I was born into an agricultural based family."
  - No Passions

TTU Former 4-H Member's (MATCHES) response to Question 6:

- TTU-MATCH-1: "**Livestock judging** would be a passion that I developed through my 4-H membership. I always knew I was interested in animal science and livestock, but 4-H introduced me to judging and I am currently the livestock judging team at Texas Tech University. "
  - Livestock Judging



- TTU-MATCH-2: “No specific passions were derived from my membership in the 4-H.”
  - No Passions
- TTU-MATCH-3: “Not really, I came from an agricultural background.”
  - No Passions
- TTU-MATCH-4: “4-H has taught me that I have a passion for “hands on” work, being around others (interaction), and education.”
  - Interaction, Education
- TTU-MATCH-5: “4-H was a contribution to my choice in deciding to become an Animal Science major.”
  - Animal Science

For Question 6, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No Passions-2
- Animal Nutrition-2
- Advocacy-2

For Question 6, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No Passions-4

For Question 6, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No Passions-3

For Question 6, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No Passions-3
- Animal Science-2
- Education-2

#### Question 7:

Question 7: Did exposure to the career center at a specific university allow you to utilize this resource after admissions?

#### TAMU Former Livestock Ambassador’s responses to Question 7:

- TAMU-LA-1: “I have not utilized the career center at TAMU, but I am sure that I will closer to graduation.”

- No
- TAMU-LA-2: "I have not yet utilized the career center, I have made contact with them to schedule an appointment, however because of my busy schedule I had to cancel. However, the short course was a good exposure to the career center and I plan on contacting them soon to make sure I have all of my "ducks in a row" as I near graduation."
- No
- TAMU-LA-3: "Yes, I have utilized the career center at TAMU, I have spoke with an advisor within the career center and he helped me make decisions long term wise that have affected my change in majors."
- Yes
- TAMU-LA-4: "I have worked with the career center before on writing resumes and I look forward to working with them on applying for internships and graduation."
- Yes
- TAMU-LA-5: "A representative from the career center spoke in one of my courses. I will utilize the center closer to graduation, I haven't used them yet."
- No

TTU Former Livestock Ambassador's responses to Question 7:

- TTU-LA-1: "I have used the career center for a class project on how to conduct an interview. Otherwise I have no planned on utilizing them again."
- Yes
- TTU-LA-2: "I haven't used the career center yet, however I plan on closer to graduation whenever I build a resume or apply for a job."
- No
- TTU-LA-3: "Yes, I had never been to TTU campus, so I was unaware of all of the resources available to students. I have utilized the career center a lot since I have been here."
- Yes
- TAMU-LA-4: "I have used the career center a lot! For resume critiquing, internship and job applications, and mock interviews. It was very helpful."
- Yes
- TTU-LA-5: "I have not utilized the career yet and I am not sure that I will."
- No

Question 7: Did exposure to the career center at a specific university allow you to utilize this resource after admissions?

TAMU Former 4-H Member's (MATCHES) response to Question 7:

- TAMU-MATCH- 1: “I have not been exposed to the career center at TAMU yet, however whenever I go to apply for an internship, I plan on using them to help me with my resume and interviewing skills.”
  - No
- TAMU-MATCH-2: “A staff member from the career center at TAMU came and spoke to one of my courses and I have sent my resume in to be reviewed. I plan on utilizing them closer to graduation when I try to get an internship.”
  - Yes
- TAMU-MATCH-3: “Yes, I have used the career center to help edit my resume and they were very helpful.”
  - Yes
- TAMU-MATCH-4: “I have not used the career center yet, but I do plan on using it closer to graduation to help with interviewing and my resume.”
  - No
- TAMU-MATCH-5: “I have not used the career center at TAMU, just because I already know the direction I am headed in. I am going to graduate school upon completion of my BS degree so I have no had a need to utilize this resource, however I could see how it could be useful to others.”
  - No

TTU Former 4-H Member's (MATCHES) response to Question 7:

- TTU-MATCH-1: “I have not been exposed to the career center.”
  - No
- TTU-MATCH-2: “I have not used the career center yet, however I plan on utilizing it closer to graduation, maybe when I apply for an internship.”
  - No
- TTU-MATCH-3: “Yes, we used the career center in one of my agricultural education courses, it was vey useful.”
  - Yes
- TTU-MATCH-4: “I have utilized the career center, however my 4-H experience taught me a lot of resume building tips for scholarships and I now help my friends with their resumes.”
  - Yes
- TTU-MATCH-5: “I have not used the TTU career center, but the agricultural education department has something similar in terms of resources for students called the student success center.:

For Question 7, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No-5
- Yes-5

For Question 7, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No-6
- Yes-4

For Question 7, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No-6
- Yes-4

For Question 7, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No-5
- Yes-5

### Question 8

Question 8: What experiences did you have as a Livestock Ambassador that you could not have received anywhere else?

#### TAMU Former Livestock Ambassador's responses to Question 8:

- TAMU-LA-1: "The T4HLA Program allowed me to do community service projects outside of my county and community. I was also able to work with younger youth at showmanship clinics."
  - Community Service, Out of County Work, Educational Clinics
- TAMU-LA-2: "The one experience that sticks out in my mind is the trip to the capital where we were able to meet and speak with our legislative leaders. This was a unique opportunity that I feel like I never would have had otherwise. It is always a challenge being a young high school student and trying to gain trust from an adult on your opinion, however being able to give examples of my experiences such as this one gave me credit and allowed people to trust and care about what I had to say. And, although I already had opportunities to work outside of my community, I

feel as if this program helped others extend helping hands to people outside of their county.”

- Capital Trip, Increased Credibility, Out of County Work
- TAMU-LA-3: “Being an ambassador has allowed me to more comfortably speak to groups of people. We had to give a presentation to our fellow short course participants advocating for agriculture.”
  - Public Speaking Skills, Advocacy
- TAMU-LA-4: “I had the opportunity to work with my county extension agent on coordinating several workshops within my county on the Quality Counts program. There were 3 livestock ambassadors from my county the year I participated, so there were always opportunities. I have also done several presentations on 4-H activities and the T4HLA Program that I know I would not have had the chance to do if it wasn’t for me being an ambassador.”
  - Educational Clinics
- TAMU-LA-5: “There were two others that participated from my county the year I became an ambassador. After completion of the short course we were asked to help lead a lot of educational programs, more so than other leaders in 4-H. We did power points on Quality Assurance and I do not think we would have had these opportunities otherwise.”
  - Educational Clinics

#### TTU Former Livestock Ambassador’s responses to Question 8:

- TTU-LA-1: “Because I was a livestock ambassador I was able to head up several youth programs and 4-H activities that I believe I otherwise would not have had the opportunity to do.”
  - Educational Clinics
- TTU-LA-2: “All of the experiences that I gained from being an ambassador was very different than the normal 4-H activities. It was seen as an honor to be accepted in. Therefore everything we did was a unique experience. I gained a lot of practical knowledge.”
  - Practical Knowledge
- TTU-LA-3: “One specific experience that I was able to partake in due to being an ambassador was the trip to the capital. I maintained many of the contacts that I made on that trip in hopes of obtaining an internship somewhere in my future. We spoke to many representatives, the commissioner of Ag., and heard a house hearing.”
  - Capital Trip, Contacts
- TTU-LA-4: “Without livestock ambassadors, I would not have been exposed to other species outside of what I grew up raising (sheep). It allowed me to gain insight on the industry as a whole, and make a lot of contacts.”
  - Practical Knowledge, Contacts

- TTU-LA-5: “Because I was an ambassador I was given the opportunity by Dr. Zanolini to research specific topics relevant to today’s industry and issues which indirectly helped me with public speaking skills.”
  - Practical Knowledge, Public Speaking Skills

Question 8: What experiences did you have as a 4-H member that you could not have received anywhere else?

TAMU Former 4-H Member’s (MATCHES) response to Question 8:

- TAMU-MATCH-1: “Because I was a 4-H member, I was able to meet people all over the state, not just in my county. I definitely took advantage of the leadership opportunities that 4-H had to offer.”
  - Contacts, Leadership
- TAMU-MATCH-2: “Because of livestock judging in 4-H, I gained many leadership skills. Being an officer in my local club gave me the opportunity to lead a wide range of youth. Not many organizations allow you to work with 3<sup>rd</sup> graders as a high school student.”
  - Officer, Leadership
- TAMU-MATCH-3: “Some experiences in terms of leadership that I had as a 4-H member would be being a Jr. 4-H leader and having to speak in front of a bunch of people. Also, advocating for agriculture and learning enough information to do so while answering questions. Humility is another leadership quality I learned to have through 4-H.”
  - Officer, Leadership, Public Speaking, Advocacy, Humility
- TAMU-MATCH-4: “The experience that I quickly think of is my time serving as a state officer. There are only 30 officers in the whole state and the fact that my peers selected me really meant a lot. I was able to advocate, plan, and lead the 4-H program for an entire year. It was awesome having others look up to you.”
  - Officer, Advocacy, Leadership, Planning, Role Model
- TAMU-MATCH-5: “Being a district officer and attending Congress were two of my 4-H experiences that I feel like really shaped me as a leader.”
  - Officer, Congress, Leadership

TTU Former 4-H Member’s (MATCHES) response to Question 8:

- TTU-MATCH-1: “There are many opportunities leadership wise that I was exposed to because of 4-H. For example, I was a state officer, I traveled to another state for a conference, and participated in many state contests, livestock judging, and major stock shows.”
  - Leadership, Officer, Conferences, Livestock Judging, State Contests, Stock Shows

- TTU-MATCH-2: “Because I was in 4-H I was able to serve on several boards and **committees** as well as being a **district and state officer**. I had always shown livestock but these **leadership opportunities** allowed me to meet and interact with a ton of other 4-H members who I still keep in **contact** with at TTU.”
  - Committee Member, Officer, Leadership, Contacts
- TTU-MATCH-3: “Being **state council** president is an experience I would have never received in any other organization. I have had the opportunity **to lead** many groups.”
  - Officer, Leadership
- TTU-MATCH-4: “Being a teen **leader** for food and nutrition, shooting sports, and livestock projects as well as being a **coach** for several other teams, I have become a **well rounded individual** because of 4-H.”
  - Officer, Leadership, Well Rounded
- TTU-MATCH-5: “I gained **many leadership skills** such as communication skills by being in 4-H. Being a **teen leader** is just one way I was able to acquire these skills.”
  - Leadership, Officer

For Question 8, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Out of County Work- 2
- Educational Presentations- 3
- Gaining of Practical Knowledge- 3
- Contacts- 2
- Public Speaking- 2

For Question 8, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Leadership- 5
- Contacts- 2
- Officer- 9
- Advocacy- 2
- Compete in Specific Events- 5

For Question 8, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Out of County Work- 2
- Educational Clinics- 3
- Advocacy- 3
- Leadership-5
- Officer- 4
- Public Speaking- 2

For Question 8, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Practical Knowledge- 3
- Contacts- 3
- Officer- 5
- Compete in Specific Events- 4

### Question 9

Question 9: How did being an advocate in the community benefit you in terms of leadership?

#### TAMU Former Livestock Ambassador's responses to Question 9:

- TAMU-LA-1: "Through my leadership opportunities I participated in I was able to meet and **make contacts** with other A&M professionals and extension faculty."
  - Contacts
- TAMU-LA-2: "Being an advocate in my community has allowed me to not only be able to **speak to my peers and other youth, but adults and parents as well**. For example, I am currently an **advocate for "Farmers Fight."** The T4HLA Program has exposed me to the knowledge of knowing how to relate to and approach people."
  - Public Speaking, Advocacy
- TAMU-LA-3: "Being an advocate in my community has allowed me to work with a larger group of youth 4-H members, I have made **connections** and can more **properly lead and speak** in front of people."
  - Connections, Public Speaking, Leadership
- TAMU-LA-4: "Being an advocate in my community has helped me become more **well spoken** and has given me the ability to **defend something I believe in**. Not only am I able to defend something I have a passion for, but I can do so in hopes of placing my beliefs in others."
  - Well Spoken, Advocacy
- TAMU-LA-5: "I was definitely more respected having the T4HLA Program on my resume. I received more **leadership opportunities** because of this. So, even though I did not gain a ton of leadership skills specifically during my 3 day short course, the program definitely in directly benefitted my leadership skills within my community. Although I have always felt comfortable **speaking in front of people**, the program



gave me more **knowledge about the industry** and in turn, made me more confident in **advocating**. I become more relaxed and less rehearsed.”

- Public Speaking, Practical Knowledge, Advocacy, Leadership

#### TTU Former Livestock Ambassador's responses to Question 9:

- TTU-LA-1: “Being an advocate in my community opened up many opportunities for me to become a better **leader**. It also prepared me to handle many different situations in a **professional** manner. Dealing with **diversity** was not something I knew how to do; now I'm a pro!”
  - Leadership, Professionalism, Diversity
- TTU-LA-2: “Being an advocate in my community taught me how to be a **better leader in general**. After the short course I gained a new perspective on things I participated in such as sports. It helped **me advocate for agriculture**, become a **better worker, and a better learner.**”
  - Leadership, Advocacy, Work Ethic
- TTU-LA-3: “Considering I am from a small community, I was able to go back to my county and conduct **programs and activities** that were different than the normal 4-H activities. I was able to **think outside of the box** and utilize the tools given at the short course to strike certain interests in the youth within my community that I otherwise would not have had the opportunity to partake in.”
  - Educational Presentations, Creativity,
- TTU-LA-4: “Being an advocate in my community helped me with **public speaking skills** and it help advance my **leadership skills.**”
  - Public Speaking, Leadership
- TTU-LA-5: “Being an advocate helped me **meet new people** and made me realize that the people within my community respected me and that I was a **role model.**”
  - Contacts, Role Model

Question 9: How did being an advocate in your community benefit you in terms of leadership?

#### TAMU Former 4-H Member's (MATCHES) response to Question 9:

- TAMU-MATCH-1: “Being an advocate in my community helped me **speak comfortably** in front of other people and get out of **my comfort zone.**”
  - Public Speaking, Comfort Zone
- TAMU-MATCH-2: “I was fortunate to have been a part of a county with a great agent who was well organized. I had many opportunities to advance my **public speaking skills**. Livestock judging and oral reasons helped with this. **Working with others** was another leadership quality I received by being an advocate in my community.”
  - Public Speaking, Team Work

- TAMU-MATCH-3: “In my community, I did a lot of **community service** projects, therefore people knew my word was good and my information was **reliable.**”
  - Community Service, Reliable Source
- TAMU-MATCH-4: “Being an advocate in my community meant that **people looked up to me** and expected things from me as well, which meant I had to grow up a lot faster.”
  - Role Model
- TAMU-MATCH-5: “Being involved in community service projects within my community helped me become more venerable and possess humility. You have to realize that as a leader, you are not always in the spot light. Sometimes, you have to step down and humble yourself by helping others.”
  - Community Service, Humility

TTU Former 4-H Member’s (MATCHES) response to Question 9:

- TTU-MATCH-1: “I am from a small, rural community so I was able to attend **committee meetings** with locals and defend agriculture to those who were less informed. It gave me a solid foundation in **public speaking and advocacy.**”
  - Committee Meetings, Advocacy, Public Speaking
- TTU-MATCH-2: “Being an advocate in my community has increased my **public speaking skills**, it has helped me in **leading groups** and also I have learned how to **work with all kinds of people.**”
  - Public Speaking, Leadership, Team Work
- TTU-MATCH-3: “Being an advocate in my community has increased my skills in **public speaking** and has helped me make **connections** and be an **advocate** for the 4-H program.”
  - Advocacy, Public Speaking, Connections
- TTU-MATCH-4: “I have become **an advocate** for the 4-H program and I help others with their **resumes.**”
  - Advocacy, Resume Help
- TTU-MATCH-5: “In my community, I **advocated** for not only agriculture, but the 4-H program as well to increase enrollment numbers. It also allowed me to partake in many **community service** opportunities.”
  - Advocacy, Community Service

For Question 9, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Public Speaking- 4
- Advocacy- 4
- Leadership- 5

- Contacts- 3

For Question 9, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Advocacy- 4
- Public Speaking- 5
- Community Service- 3
- Teamwork- 2

For Question 9, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Public Speaking- 5
- Advocacy- 3
- Leadership- 2
- Community Service- 2

For Question 9, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Leadership- 4
- Advocacy- 5
- Public Speaking- 4
- Contacts- 2

### Question 10

Question 10: Were leadership opportunities presented to you due to the completion of the short course that otherwise would not have been offered?

#### TAMU Former Livestock Ambassador's responses to Question 10:

- TAMU-LA-1: "I was able to assist with **showmanship clinics** by being an ambassador that I otherwise would not have had the opportunity to help with."
  - Educational Presentations
- TAMU-LA-2: "Some leadership opportunities that were presented to me after completion of the short course were the obvious **showmanship clinics and show help.**"
  - Educational Presentations
- TAMU-LA-3: "Upon completion of the short course I was **asked to speak** at a local 4-H meeting about **the T4HLA Program.**"
  - Promotion of Program, Public Speaking
- TAMU-LA-4: "Upon completion of the short course, I was given the opportunity to be **completely in charge of a camp.** From scheduling to managing counselors to day to

day operations, I was in charge. This specific camp was for the FFA, so it was nice to know other organizations recognized the significance of the role I played as an ambassador.”

- Camp Coordinator
- TAMU-LA-5: “I was able to help my County Extension Agent with a lot of programming efforts.”
  - Educational Presentations

#### TTU Former Livestock Ambassador’s responses to Question 10:

- TTU-LA-1: “After completing the short course, I was asked to return and assist the next year’s course.”
  - Short Course Assistance
- TTU-LA-2: “As far as after the short course, I think if my 4-H program would have been bigger, I would have been able to do more. Since there were so few of us older kids in relation to younger, our guidance was kind of expected.”
  - No Opportunities
- TTU-LA-3: “Upon completion of the short course, when applying for internships, I kept my T4HLA Program experience on my resume and because of all of the knowledge that I gained throughout the program, it was well respected. Even within the on campus groups, for example I am the student government representative for the Ag College and when applying, I received many compliments on how I was able to relate agriculture to everyday life.”
  - College Activities/Groups
- TTI-LA-4: “Because I was an ambassador, I was able to assist in putting on certain contests and workshops, even after graduation.”
  - Educational Presentations
- TTU-LA-5: “Upon completion of the short course, I went back to the TTU short course and assisted.”
  - Short Course Assistance

Question 10: Were any leadership opportunities presented to you upon completion of your 4-H career that would have otherwise not been offered?

#### TAMU Former 4-H Member’s (MATCHES) response to Question 10:

- TAMU-MATCH-1: “No opportunities were presented to me because I was in 4-H.”
  - No Opportunities
- TAMU-MATCH-2: “Many opportunities were presented to me after my time as a 4-H member that I otherwise probably would not have had the opportunity to partake in. For example, Aggie Reps, assisting with the coordination of livestock contests, help teach at lamb and goat camp. Also, whenever I go back home to visit, local clubs ask me to speak at their meetings and go on project visits.”

- College Activities/Groups, Educational Presentations, Hometown Help
- TAMU-MATCH-3: “Post 4-H, I was able to travel to the state fair and help kids with the **internships from my home town.**”
  - Hometown Help
- TAMU-MATCH-4: “Post 4-H, I was offered the opportunity to be a part of **national council.**”
  - National Council
- TAMU-MATCH-5: “After my time as a 4-H member came to an end, I started school at TAMU where I held many **leadership roles in several organizations.** I feel as if 4-H allowed me to do these things not only because of the knowledge I gained in 4-H, but the selection committees for these groups viewed my 4-H experience as a desirable quality.”
  - College Activities/Groups

TTU Former 4-H Member’s (MATCHES) response to Question 10:

- TTU-MATCH-1: “I am currently involved in the **TTU Block and Bridle Club** and I feel like 4-H laid the foundation for my interests in that.”
  - College Activities/Groups
- TTU-MATCH-2: “After completing my tenure as a 4-H member, I was asked to work at the **4-H Center** in Brownwood. Outside of that, I am currently **working for a family that I met through 4-H** working on their show projects and livestock judging.”
  - 4-H Center, Employment Opportunities
- TTU-MATCH-3: “Post my 4-H experience I have been asked to **speak on behalf** of the **TTU Collegiate 4-H** at the 2013 State Roundup.”
  - College Activities/Groups, Educational Presentations
- TTU-MATCH-4: “I was asked to intern at **the 4-H Center** in Brownwood and I am a member of the **TTU Ag Council.**”
  - 4-H Center, College Activities/Groups
- TTU-MATCH-5: “I am a part of a group **called Ambassadors of Agriculture at TTU.** Throughout the interview process, I quickly realized how important the 4-H had become in my life and others.”
  - College Activities/Groups

For Question 10, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Educational Presentations- 4
- Short Course Assistance- 2

For Question 10, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- College Activities/Groups- 6

- 4-H Center- 2
- Hometown Help- 2
- Educational Presentations- 2

For Question 10, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Educational Presentations- 4
- College Activities/Groups- 2

For Question 10, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Short Course Assistance- 2
- College Activities/Groups- 5
- Educational Presentations- 2
- 4-H Center- 2

### Question 11

Question 11: Did the livestock production knowledge gained during the course of the program benefit you in your current day university courses?

#### TAMU Former Livestock Ambassador's responses to Question 11:

- TAMU-LA-1: "The material I learned at the short course not only benefitted me while I was in 4-H with my livestock projects, but now that I am in college, I am learning some of the same material I learned in the course, at **a more in depth level.**"
  - Knowledge Base
- TAMU-LA-2: "Most certainly! Most high school students are not exposed to in depth reproduction technology or beef cattle management, etc. It kind of exposed me to a new light in terms of every species. I grew up raising sheep and goats and had very minimal knowledge on swine and cattle. **The short course provided me with a lot of information in relation to every other species.** It **laid the foundation** for the more extensive knowledge gained in my courses."
  - Well Rounded, Knowledge Base
- TAMU-LA-3: "Yes, the animal science knowledge I gained during the short course has helped me within my current courses, especially ANSC 107 and 108. The short course provided **a good basis of this course information.**"
  - Knowledge Base
- TAMU-LA-4: "A lot of the production knowledge I gained throughout the short course helps me in my current university courses. I was not introduced to that **in depth of**

material in high school or in 4-H. It made my introductory level courses much easier.”

- Knowledge Base
- TAMU-LA-5: “I definitely feel more comfortable in my current courses. The material taught in the short course gave me a good background of knowledge within specific areas.”
  - Knowledge Base

TTU Former Livestock Ambassador’s responses to Question 11:

- TTU-LA-1: “The animal science knowledge that I gained during the short course allowed me to get ahead and be very successful in my AI course. It is a 7 day course that allows you to become a certified technician. The material I learned throughout the short course directly benefitted me in this sense.”
  - Knowledge Base
- TTU-LA-2: “I am still deciding on my major so I have not taken any animal science courses thus far. I am leaning towards changing my major to petroleum engineering.”
  - No Benefit
- TTU-LA-3: “I still continue to pull out the informational material I received during the short course to study for my current animal science courses. It has proven to be very helpful.”
  - Resources
- TTU-LA-4: “Definitely! Within my current animal science courses, it almost seems as if most of the material is a refresher instead of new material that is how much I learned during my time at the short course.”
  - Knowledge Base
- TTU-LA-5: “Like I mentioned earlier, because I was exposed to many aspects of the industry during the short course, it helped me understand my animal science courses.”
  - Knowledge Base

Question 11: Did the livestock production knowledge that you gained during your 4-H participation benefit you in your current university courses?

TAMU Former 4-H Member’s (MATCHES) response to Question 11:

- TAMU-MATCH-1: “I did not learn any specific animal science material in my 4-H membership that has benefitted me directly in terms of my current courses.”
  - No Benefit
- TAMU-MATCH-2: “The livestock production knowledge that I gained throughout my 4-H membership has allowed me to be more confident in specific areas of the

industry in terms of what I know. However, I would not say that it directly benefitted me in terms of course material.”

- No Benefit
- TAMU-MATCH-3: “There were no specific programs or trainings within the 4-H that were extensive enough to provide information that would help me in my current courses.”
  - No Benefit
- TAMU-MATCH-4: “Yes and No. Like I said, I come from a pretty extensive agricultural background. Therefore, I already knew a lot of the information. However, I could see where if someone had a different background, this would have played a bigger impact.”
  - No Benefit
- TAMU-MATCH-5: “4-H does not really offer a program that specifically trains youth in animal science except for the T4HLA Program. This program does a great job at doing this, but 4-H in general, does not.”
  - No Benefit

TTU Former 4-H Member’s (MATCHES) response to Question 11:

- TTU-MATCH-1: “Yes, for sure! The material I learned in 4-H was a good foundation for not only my entry level courses, but others as well.”
  - Knowledge Base
- TTU-MATCH-2: “The livestock production knowledge that I gained through 4-H has benefitted me in terms or my classes in college. I feel like I am more advanced in specific areas than others in my class.”
  - Knowledge Base
- TTU-MATCH-3: “I do not feel as if I benefitted directly from the 4-H in terms of livestock production knowledge that helps me in my current courses.”
  - No Benefit
- TTU-MATCH-4: “My entry level courses were much easier because of what I learned in 4-H. Much of this knowledge came from project meetings.”
  - Knowledge Base
- TTU-MATCH-5: “Yes, I raised show steers growing up through 4-H which helped me understand different aspects of cattle such as nutrition, evaluation, feed, etc. that have benefitted me in my current classes.”
  - Knowledge Base

For Question 11, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- Knowledge Base- 8



For Question 11, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No Benefit-6
- Knowledge Base- 4

For Question 11, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Knowledge Base- 5
- No Benefit- 5

For Question 11, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- Knowledge Base- 7
- No Benefit- 2

### Question 12

Question 12: Did you become exposed to any specific material during the short course that swayed your decisions in terms of scheduling for your semester courses?

#### TAMU Former Livestock Ambassador's responses to Question 12:

- TAMU-LA-1: "I do not think that the short course directly benefitted me in terms of my class schedule so far. However, by meeting Dr. Ramsey through the program I was able to indirectly receive guidance in coordinating my schedule because he is my advisor."
  - No Benefit, Advisor
- TAMU-LA-2: "Not really, my advisor has picked most of my courses. Most of the courses I would pick are required for my degree plan anyways. So I am kind of limited on what I get to choose. However, even though meat science is required, the harvesting of the pig at the short course got me excited to take this course."
  - No Benefit, Anticipation, Meat Science
- TAMU-LA-3: "I did not schedule specific courses because of the material I was exposed to at the short course. My advisor guided me and made those decisions."
  - No Benefit, Advisor
- TAMU-LA-4: "I have not had the opportunity to really decide my courses. My advisor has done a lot of that work. Hopefully in the upcoming semesters I will be able to. I am currently working with a professor doing research with reproductive physiology and the short course helped provide me with information on this topic to spark my interest."
  - No Benefit, Interest

- TAMU-LA-5: “My advisor, up until this point has pretty much determined my schedule. I do not think the program directly benefitted me in terms of scheduling my courses.”
  - No Benefit, Advisor

TTU Former Livestock Ambassador’s responses to Question 12:

- TTU-LA-1: “I have not really made any course decisions due to the short course material. My advisor usually guides me in what courses I need to take.”
  - No Benefit, Advisor
- TTU-LA-2: “I have mainly taken core classes so my schedule has not been affected by the things I learned at the short course so far.”
  - No Benefit, Core Classes
- TTU-LA-3: “Due to the session at the short course on Ruminant Nutrition and Reproduction, I was eager to learn more on these topics. It played a big role in the selection of my courses.”
  - Yes, Ruminant Nutrition, Reproduction
- TTU-LA-4: “I kind of already knew what courses I would be interested in taking for example nutrition. But, the short course definitely solidified that for me.”
  - Yes, Nutrition
- TTU-LA-5: “I do cater my courses towards my interests that were sparked during the short course. For example, I am looking forward to taking breeding and genetics and bacterial research.”
  - Yes, Breeding & Genetics, Bacterial Research

Question 12: Did you become expose to any specific material during your time as a 4-H member that swayed your decisions in terms of scheduling for semester courses?

TAMU Former 4-H Member’s (MATCHES) response to Question 12:

- TAMU-MATCH-1: “No material that I learned in 4-H swayed my decisions in relation to my schedule.”
  - No Benefit
- TAMU-MATCH-2: “My academic advisors have picked my courses so far, I am hoping in the future that I can utilize my interests to decide my own schedule.”
  - No Benefit
- TAMU-MATCH-3: “All of my courses revolve around my interest pulled during my time as a 4-H member.”
  - Yes
- TAMU-MATCH-4: “Honestly, no my 4-H experiences have not influence my course selections.”
  - No Benefit
- TAMU-MATCH-5: “No.”

- No Benefit

TTU- Former 4-H Member's (MATCHES) response to Question 12:

- TTU-MATCH-1: "No, not really."
  - No Benefit
- TTU-MATCH-2: "Yes, my 4-H participation has influence my course decisions. For example, livestock judging in 4-H has influenced me to take a livestock evaluation course at TTU and I am currently on the livestock judging team."
  - Yes, Livestock Evaluation
- TTU-MATCH-3: "Yes, the material that I learned and the knowledge that I gained in the 4-H has influenced some of my course choices. For example, livestock judging in 4-H encouraged me to take a livestock evaluation course at TTU and be a part of their judging program."
  - Yes, Livestock Evaluation
- TTU-MATCH-4: "Yes, every course that I take elective wise revolves around my interests developed through 4-H."
  - Yes
- TTU-MATCH-5: "Yes, livestock judging in 4-H allowed me to be interested in animal science in general and because of that I have taken a livestock evaluation and a meat science course."
  - Yes, Livestock Evaluation, Meat Science

For Question 12, in terms of the former livestock ambassadors from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No Benefit- 7
- Advisor Choices- 4
- Yes, Benefit Received- 3
- Interest in Nutrition- 2

For Question 12, in terms of the former 4-H members (MATCHES) from both universities (TAMU & TTU), themes receiving more than 1 response are listed below:

- No Benefit- 5
- Yes, Benefit Received- 5
- Interest in Livestock Evaluation- 3

For Question 12, in terms of ALL participants attending TAMU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No Benefit- 9

For Question 12, in terms of ALL participants attending TTU (Livestock Ambassadors and MATCHES), themes receiving more than 1 response are listed below:

- No Benefit- 3
- Yes, Benefit Received- 7